

# INTERNATIONAL YEARBOOK OF EDUCATION

VOL. XXII, 1960

AFGHANISTAN, ALBANIA, ARGENTINA, AUSTRALIA, AUSTRIA,  
BELGIUM, BRAZIL, BULGARIA, BYELORUSSIA, CAMBODIA, CANADA,  
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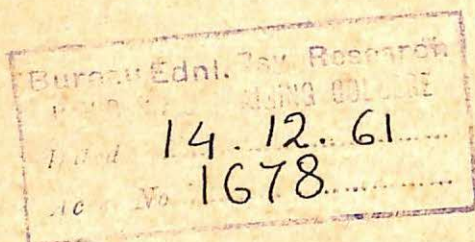
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## INTRODUCTION

In this twenty-second volume of the International Yearbook of Education, to an even greater extent than in the preceding ones, we have endeavoured to render more systematic and thorough the comparative study of educational development in 1959-1960 as it appears from the sixty or so comparable elements we have extracted from the reports sent to the XXIIIrd International Conference on Public Education.

In accordance with tradition, we have set out in this introduction a brief summary of some of the main educational trends as seen in the 77 national reports reproduced in this volume and in the comparative tables which are its synthesis.

(1) The trend towards an increase in the allocations made for education continues to be evident. Of the sixty-one countries covered by our investigation only one mentions a decrease, which is in any case very slight (0.5%). We note, however, for the first time in 5 years, a slackening in the rate of increase, which has fallen to 13.2%, whereas it stood at 16.12% the previous year. The fact is of some importance, although there is nothing, for the moment, to prove that this tendency to fall will continue next year.

(2) A substantial part of the sums allocated to education is absorbed by investments in school building. While in some countries efforts made in this field have surpassed those of last year, in other countries a weakening of effort may be noted.

(3) The trend towards the introduction of new administrative departments or the reorganization of existing departments shows a slight pause, which is doubtless momentary, while the trend relating to centralization or decentralization has reached only half the scale of last year. The number of steps taken in connection with private education is rising slightly.

(4) The tendency to extend the period of compulsory schooling has continued to gain ground, although the spectacular progress of last year has not been achieved this time.

(5) From investigations covering about fifty countries it appears that the average rate of increase in primary school enrolments has risen slightly (6.83% instead of 6.56% last year). A decrease in the number of pupils attending primary establishments was recorded in only five countries. We see therefore that on an average there were 108 pupils in 1959-1960 for every 100 in the preceding year.



(6) The percentage rate of increase in the number of secondary school enrolments shows for the first time in five years a tendency to fall: 11.45% instead of 12.09%. In spite of this pause in the rhythm of numerical expansion, the rate of increase in the number of secondary school pupils continues to be higher than at primary level, since in secondary education there were on an average 112 pupils in 1959-1960 for every 100 in 1958-1959.

(7) The fairly limited number of elements of investigation concerning the quantitative development of vocational and higher education give the calculations made in these fields a somewhat relative value. The average rate of increase in enrolments in vocational education is the highest recorded for the last four years (11.37% in 1959-1960 as compared with 9.91% the previous year). As regards higher education, although the rate of increase in the number of students for 1959-1960 (10.27%) is lower than that for the previous year (11.24%), it nevertheless still exceeds the rate for the three preceding years.

(8) The trend concerning reforms in the structure of education and in curricula and syllabuses in 1959-1960 was again more active at secondary than at primary level. Structural changes were three times more numerous than in primary education. One country in two revised its secondary school curricula or syllabuses, whereas the proportion is only two countries in five for primary education.

(9) At both the primary and the secondary level, a decrease in the number of new subjects introduced into the curriculum was recorded in 1959-1960.

(10) Teacher training has once more been the object of a large number of modifications, whether as regards the reorganization of the training system, the introduction of new types of establishment, the extension of courses, or the revision of curricula and syllabuses in training schools, institutes of education or faculties of pedagogy. The proportion of countries which raised teachers' salaries in 1959-1960 has returned to the level recorded in 1957-1958 (25% instead of 35% in 1958-1959).

P. ROSSELLÓ

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International Bureau of Education*



Comparative Study  
of Educational Developments  
in 1959-1960



# COMPARATIVE STUDY OF EDUCATIONAL DEVELOPMENTS IN 1959-1960

PRELIMINARY CONSIDERATIONS — ADMINISTRATION — *Administrative Measures* — *Inspection* — *Financing Education* — *School Building* — FREE COMPULSORY EDUCATION — QUANTITATIVE DEVELOPMENT OF EDUCATION — PRIMARY EDUCATION — *Organization, Curricula and Syllabuses* — SECONDARY EDUCATION — *Structural Changes* — *Curricula and Syllabuses* — VOCATIONAL EDUCATION — HIGHER EDUCATION — TEACHING STAFF — *Shortage of Teachers* — *Training* — *Conditions of Service*

## PRELIMINARY CONSIDERATIONS

As the collection of International Yearbooks of Education grows and, at the same time, the number of comparative studies on yearly educational developments increases, we become more and more conscious of the deficiencies apparent in the techniques used for evaluating educational trends, discerning the direction in which education is moving and estimating the speed and rhythm of the changes recorded.

The tendency to rise, to fall or to remain stable which appears in some trends is relatively easy to appreciate when the changes recorded may be expressed in figures. This is the case for the trend concerning the increase in sums allocated to education, for example, or for the quantitative development of the school population at the various levels of education.

Even here, however, it may be objected that we give the same theoretical value to political units whose importance—economic, demographic or other—is extremely varied. Until a scale of co-efficients has been evolved, the only reply one can give to this observation is that for the time being we are concerned with comparison between what may be termed “individual efforts” made by independent political units.

In the second place, it might be objected that we do not take into account differences of degree in events placed in the same category. For example, in comparisons regarding the revision of syllabuses, a country which has revised only one syllabus is placed on the same plane as one which has revised the content of all school subjects. The same consideration also holds for such items as increases in teachers’ salaries, where the rise may be very slight or quite considerable, concern all categories of teacher or only some of them.

A further objection is that the data compared do not relate to all the existing political units, and that furthermore we cannot be certain that the information for each country is complete and includes all the categories of events which have taken place during the year. These shortcomings are obvious. We are therefore finally reduced to employing a system of soundings, with all the limitations and disadvantages which this technique presents. The consistency of the results obtained over



successive years seems nevertheless to show that, even though the evaluations made cannot be mathematically exact, they do however express the relative magnitude of the phenomena studied.

Even if, geographically speaking, every area was represented in this comparative study, it would still be only partial and incomplete. This is due to the fact that in reality "educational developments" comprise very much more than the sixty or so elements that we have isolated and studied separately. One has only to glance at the list of these sixty "criteria" and "indications" to obtain an idea of the size of the undertaking and the means of research which will have to be employed when this study aims at becoming exhaustive and when trends can be analyzed in all their complexity.

If, in spite of all the reservations we have made, we continue in this endeavour, it is because we believe that it has not only theoretical interest but also practical value.

A descriptive comparative study of educational developments can help us make diagnoses. In education as in other fields, the relative position held by each country can only be appreciated by resorting to comparison.

It is only by drawing a parallel between the rate of increase of our own school population and that of other countries that we can evaluate the rhythm of the quantitative development of our education.

It is only by comparing the time allotted to the teaching of mathematics, for example, in the time-tables of our own country and in those of some other country that we shall be able to estimate the importance we attribute to the subject in question.

It might even be claimed that by knowing the intensity of the trend towards educational reform we can judge to what extent we are keeping up with it or are, on the contrary, remaining on the fringe of the movement.

Finally, we should like to point out that the comparative tables printed in small type in each chapter of this comparative study may be used as an index. In the national reports more detailed information may be found on the events briefly given in these tables.

## ADMINISTRATION

### ADMINISTRATIVE MEASURES

(1) *General impression.* Comparison between the changes made in 1959-1960 and those made in the previous year in the field of educational administration shows that the high number of reforms carried out in this sphere continues to be maintained. This is particularly true as regards the reorganization of administrative departments or the setting up of new ones, the establishment of advisory bodies, and measures in connection with education as a private service. The differences from last year are somewhat more marked as regards the transfer of administrative responsibility or the trend in favour of the unification or diversification of administrative bodies. The difference is really striking, however, only for the trend towards centralization or decentralization.



(2) *Reorganization of existing administrative departments.* There is a slight tendency towards a decrease in the number of countries which have modified the structure of their educational administration: 13% of the countries studied instead of 15% in 1958-1959. The ten countries affected by these changes are: Canada (3 provinces), Costa Rica, Cuba, Ethiopia, France, Israel, Lebanon, Mexico, Morocco and Thailand.

(3) *Establishment of new administrative departments.* It is not always easy to draw a clear-cut distinction between this trend and the last, as the overhaul of administrative machinery is often accompanied by the establishment of new bodies. The introduction of new departments is, however, explicitly mentioned in the reports from nineteen countries (twenty-one last year): Argentina, Australia, Byelorussia, Ceylon, Ecuador, Finland, Ghana, Guatemala, India, Italy, Kuwait, Liberia, Mexico, Panama, Saudi Arabia, Spain, Sudan, Venezuela and the West Indies. Only one country, Poland, has been influenced by the opposite trend and has managed to reduce the number of departments in the Ministry of Education. The tendency to set up new administrative departments is the most marked of those recorded in the administrative field, as it concerns 24% of the countries examined.

(4) *Creation of advisory bodies.* There is a very slight increase in the establishment of advisory bodies (study commissions, national councils, technical bodies, etc.). Such organs have been set up in Australia, Ecuador, Ethiopia, Iceland, Iran, Laos, Morocco, New Zealand, Rumania, Sierra Leone, Singapore, the United Arab Republic and the United Kingdom (England and Wales). These thirteen countries (twelve last year) represent 16% of the countries studied.

(5) *Transfer of administrative responsibility.* The number of transfers of responsibility to Ministries of Education from other administrative authorities has risen again, though without reaching the figure of two years ago (six countries in 1957-1958, two in 1958-1959, and four in 1959-1960). The four countries concerned are: Ghana, Israel, the United Arab Republic and the United Kingdom. Except for the first of these, the transfer has involved the placing of agricultural education under the education authorities.

(6) *Trend towards centralization or decentralization.* This trend can be seen in only five countries, as compared with ten last year. These are: the Philippines, Poland, Sierra Leone, Switzerland (cantons of Zurich and Valais) and the Union of Burma. Whereas in the first three the steps taken have been in favour of decentralization, in the other two the opposite trend may be observed.

(7) *Trend towards unification or diversification.* The trend towards unification, or greater homogeneity, was apparent in four countries in 1958-1959. In 1959-1960, there were three: the German Federal Republic, Ghana and Singapore. There was, on the other hand, a tendency to greater diversification in Australia and in Tunisia.

(8) *Education as a private service.* Ten countries (i.e. 13%), instead of nine last year, refer to measures taken in connection with private



education. In seven of these countries—Austria, Belgium, the Republic of China, France, the German Federal Republic (Bavaria), Kuwait and the United Kingdom (England and Wales)—these measures tend to encourage private education. In two others (Laos and the Netherlands) they concern regulations for this type of education. In Cuba, all primary schools, both public and private, are to be known as the “Cuban national school”.

### *Comparative Table*

*Argentina.* Creation of a general department of physical education.

*Australia.* In New South Wales a north western educational area has been established. In Queensland, the southern region has been divided into three. In Victoria, the position of assistant director of education has been created. New superintendents' posts were created in South Australia. In Western Australia, a special services division has been established. An Australian universities commission has been set up to advise the government on university development.

*Austria.* The Federal Ministry of Education has authorized the *Werk-schulheim* at Felbertal, a private school, to award officially recognized diplomas.

*Belgium.* Several measures in connection with subsidized schools.

*Brazil.* The Ministry of Education has approved the plan for the educational organization of Brasilia, the new federal capital of Brazil.

*Byelorussia.* Establishment of three new departments—for boarding schools, evening schools, and vocational training.

*Canada.* Reorganization of the administrative structure of the departments of education in the provinces of Manitoba, Nova Scotia and New Brunswick.

*Ceylon.* Appointment of a deputy director of education in charge of the inspection of schools.

*China.* The establishment of private secondary and vocational schools by individuals and organizations is being encouraged.

*Costa Rica.* Vocational education service made into a department.

*Cuba.* The complete reorganization of the educational services is being planned. Public and private elementary schools now constitute the Cuban national school.

*Ecuador.* Department of educational planning set up as an advisory body. An educational and vocational guidance service set up at the Ministry.

*Ethiopia.* Reorganization within the Ministry's three main divisions (programmes, administration and inspection). Establishment of an adult education committee.

*Finland.* The educational reform committee has proposed that a department of experiments and planning and a department of teacher training should be set up at the central board of schools.

*France.* The new plan for the organization of the Ministry of Education includes three “horizontal” departments and four main “vertical” branches. The law on the relationship between State and private education provides for three possible options: (a) integration into public education; (b) contract of association; and (c) simple contract; joint conciliation committees are to be set up.

*German Federal Republic.* The new law on school administration, which has come into force in North Rhine-Westphalia, establishes uniform bases for the administration and organization of education. The Bavarian law on education offers private schools ample scope for free initiative.



*Ghana.* The Ministry of Information and Broadcasting has merged with the Ministry of Education, constituting the Ministry of Education and Information. A new scholarships secretariat has been established at the Ministry. The local education committees have been amalgamated into larger bodies.

*Guatemala.* A national commission for school building and literacy established.

*Iceland.* Two advisory committees appointed to study the need for technical staff and the shortage of teachers.

*India.* The Union Ministry of Education has recommended the appointment in each state department of education of a deputy director for women's education.

*Iran.* Establishment of an educational documentation and study centre. A number of the administrative staff appointed as teachers.

*Israel.* The pedagogical secretariat replaced by: (a) the primary education and teacher training committee, and (b) the post-primary education standing committee. The government decided to transfer the administration and supervision of agricultural and vocational schools from the Ministries of Agriculture and of Labour to the Ministry of Education and Culture.

*Italy.* The ten-year school development plan has been approved by the Senate and is being studied by parliament. The inspectorate for State examinations, comprising a consultative commission, has been set up at the Ministry.

*Japan.* A chief of the Minister's secretariat appointed.

*Kuwait.* A law on private schools has been passed. New office founded in the Department of Education to supervise private education.

*Laos.* Establishment of a national board of education, a higher council of education and an interministerial committee for basic education. Regulations for the opening and running of private educational establishments and boarding schools.

*Lebanon.* Under the administration reform the central education office has five departments (elementary education, secondary education, vocational and technical education, teacher training and educational research, and physical education and scouting).

*Liberia.* A four-year plan for the improvement of education has been decided upon. The administrative reorganization of the Ministry of National Education has involved, amongst other things, the appointment of three new assistants to the Under-Secretaries and four new directors.

*Libya.* Three new sections established at the Ministry of Education: (a) school textbook production; (b) technical education; (c) cultural affairs.

*Mexico.* Reorganization of administrative services. Creation of three under-secretariats—for administrative coordination, for technical and higher education, and for cultural affairs. Establishment of three coordination offices. National plan for the improvement and extension of primary education.

*Morocco.* The higher council of national education has approved the plans for educational reform. An over-all reform has been worked out to simplify administrative machinery. The university council, which was established by the university charter, has started work.

*Netherlands.* Modifications made in the bill on post-primary education aim at fixing the conditions which private education must meet in order to qualify for subsidization.

*New Zealand.* National council of technical education set up as an advisory body.

*Norway.* The new regulations on school administration came into effect on 1st January, 1960.



*Pakistan.* The report of the commission on national education is complete.

*Panama.* Creation of a department of national culture and of educational and vocational guidance services.

*Philippines.* New decentralization measures increase the powers of division superintendents and of head teachers of complete rural elementary schools.

*Poland.* As a result of combining certain administrative bodies, the number of departments in the Ministry of Education was reduced from 19 in 1958 to 13 in 1959. Some duties have been transferred from central to local administrative bodies.

*Rumania.* Creation of the higher council of university and polytechnical education.

*Saudi Arabia.* New departments: information, school libraries, physical education, and a section for the production of audio-visual aids.

*Sierra Leone.* The progressive decentralization of powers in favour of the regional education departments continues. A board of teacher training has been set up.

*Singapore.* The principle of equality for education in the different languages has been established. The educational advisory council has set up a syllabus and textbook sub-committee.

*Spain.* Establishment of a liaison and coordination office between primary education and vocational secondary education.

*Sudan.* Post of assistant director of education created to deal with educational relations with other countries.

*Switzerland.* Measures involving educational centralization in the cantons of Zurich and Valais.

*Thailand.* The administrative services of the Ministry of Education reorganized and divided into nine departments.

*Tunisia.* Increase in the number of primary teaching districts from 17 to 22.

*Union of Burma.* With the transfer of primary education control in Rangoon to the government, the centralization of primary education is now complete.

*USSR.* The year 1959-1960 marked the beginning of the complete reorganization of the educational system of the Soviet Union.

*United Arab Republic.* Central board of planning set up. In the Northern Region, agricultural education will gradually be placed in the hands of the Ministry of Education.

*United Kingdom.* England and Wales: National advisory council on art education appointed. The report of the national advisory council for education in England concerning education for adolescents from 15 to 18 years of age has been debated in the House of Commons. Agricultural education transferred from the Ministry of Agriculture and Fisheries to the Ministry of Education. A bill has been introduced to increase from 50% to 75% the grant available for the provision of the new voluntary secondary schools required in the future.

*Venezuela.* Establishment of an over-all educational planning office and of an audio-visual centre. The general university council has started work.

*Vietnam.* Creation of a directorate of fine arts and of a service of educational research.

*West Indies.* New administrative posts created.

*Yugoslavia.* The assemblies of the people's republics have enacted republican legislation based on the principles of the school reform and social management in schools.



## INSPECTION

(1) *General impression.* The tendency towards increase is evident as regards the introduction of new categories of inspectors, the expansion of inspectoral staff, training and further training for inspectors. The only exception is the very slight decrease in the trend towards the reform of inspection systems (15 countries instead of 16). It may be stated, therefore, that activity in the field of educational inspection has been particularly intense.

(2) *New categories of inspector.* Nine countries (i.e. 11%), instead of five (i.e. 6%) in 1958-1959, have introduced new categories of inspector, mainly specialized inspectors: Austria, Ethiopia, Finland, Hungary, Italy, Norway, Saudi Arabia, Sudan and the West Indies.

(3) *Increase in the number of inspectors.* When data concerning the number of inspectors are compared, a tendency to increase is again to be noted. Seventeen countries (22%), instead of twelve (15%) last year, report an increase in the number of inspectors of one type or another. These countries are: Australia, Belgium, Ceylon, Guatemala, Japan, Kuwait, Laos, Libya, Morocco, Netherlands, Panama, Philippines, Saudi Arabia, Tunisia, Union of Burma, United States and Venezuela.

(4) *Reforms in the inspection system.* The marked tendency to increase noted in 1958-1959 in the number of changes made in the structure or working of the inspectorate has now been arrested. It has even receded by one, as it has affected only fifteen countries (sixteen last year) i.e. 19% of the countries studied: Argentina, Ecuador, Finland, France, German Federal Republic, Ghana, Ireland, Israel, Lebanon, Panama, Portugal, Sierra Leone, Sudan, Sweden and Vietnam.

(5) *Training and further training for inspectors.* After falling to three last year, the number of countries which have been concerned with the training or professional improvement of inspectors has risen again to the figure reached two years ago, i.e. eight, representing 10% of the reports received: Bulgaria, Byelorussia, Costa Rica, Ethiopia, France, Honduras, Morocco and Spain.

*Comparative Table*

*Argentina.* Decentralization of the general inspection of secondary, normal, special and higher education.

*Australia.* In South Australia, two additional inspectors of schools appointed.

*Austria.* The inspection of physical training by specialists extended to include commercial schools.

*Belgium.* Five new technical education inspectors appointed.

*Bulgaria.* Organization of courses for inspectors.

*Byelorussia.* Steps taken to improve the recruitment of inspectors and to raise their professional standards.



*Canada.* Reorganization of supervisory services in Saskatchewan, the number of high school superintendents being increased from four to six. Change in the system of appointing inspectors by boards of trustees in Ontario.

*Ceylon.* Appointment of new inspectors for science teaching.

*Costa Rica.* A course in school inspection held at the university.

*Ecuador.* Foundations laid for the improvement of inspection.

*Ethiopia.* New division for secondary school inspection. A course held for inspectors and directors.

*Finland.* An inspector of music instruction appointed. The educational reform committee has proposed that inspectors of all types of school should be grouped in each county into a central board of schools.

*France.* Reorganization of general inspection. Reform of the certificate of proficiency in the inspection of primary schools and the direction of teacher training schools.

*German Federal Republic.* Establishment in more places of school boards comprising school inspectors and administrative officials, which will enable the former to concentrate on pedagogical matters.

*Ghana.* Revision of regulations regarding the inspection of schools with a view to promoting the pedagogical action of inspectors.

*Guatemala.* Increased inspection services in the capital.

*Honduras.* Organization of a course for inspectors and educational administrators.

*Hungary.* Organization of specialized supervision for polytechnical education.

*Ireland.* Revision of the inspection system in primary schools to increase inspectors' pedagogical assistance to teachers. Inspectors' reports will give an assessment of the teacher and his work as a whole.

*Israel.* Inspectors must devote from 100 to 120 days a year to visiting schools.

*Italy.* Establishment of an inspectorate for art education.

*Japan.* Appointment of three new supervisors for scientific and technical education and five additional supervisors of elementary and lower secondary education. Increase in the number of local supervisors and of teachers' consultants.

*Kuwait.* Three new inspector's posts, for mathematics, Arabic and kindergartens.

*Laos.* Two French teachers attached to the primary school inspectorate.

*Lebanon.* School inspection has been directly attached to central inspection, which is independent of the Ministry.

*Libya.* A selected number of rural school inspectors to be appointed.

*Morocco.* Number of inspectors increased to 104 (+17). Moroccan inspectors have taken part in courses held in France and in the United States.

*Netherlands.* Number of inspectors increased.

*New Zealand.* An inspector of post-primary schools has been appointed to organize a pilot scheme for the coordination of primary and secondary science programmes.

*Panama.* The conversion of provincial into district inspectorates has led to an increase from 9 to 44 in the number of these and from 53 to 88 in the number of inspectors.

*Philippines.* New posts for district supervisors to be created.

*Portugal.* School inspection services reorganized.



*Saudi Arabia.* Number of inspectors for art education increased from one to three; a controller and two inspectors general appointed for physical training.

*Sierra Leone.* Provincial education officers given the title of inspectors of schools.

*Spain.* Regulations issued for the practical work of graduates in education applying for posts as primary inspectors.

*Sudan.* A team of inspectors to be attached to each provincial education office. Appointment of an inspector of military training. Abolition of the distinction between inspectors for boys' schools and those for girls' schools.

*Sweden.* New instructions on inspection visits issued.

*Tunisia.* Number of inspectorates for primary teaching in French increased from 10 to 11.

*Union of Burma.* Number of inspectors increased from 8 to 12.

*United States.* Specialists in supervision of school guidance increased from 69 in 1958 to 144 in 1960.

*Venezuela.* Number of area inspectors increased by 8, of school district inspectors by 41, and of inspectors of teacher training by 4.

*Vietnam.* Reinforcement and reorganization of the inspection system.

*West Indies.* A specialist inspector appointed in St. Lucia.

#### FINANCING EDUCATION

*Trends in the financing of education.* Soundings carried out this year cover sixty-one countries. Only one of them reports a decrease in the sums allocated to education, of 0.5%, while all the others record an increase. The average rate of increase is 13.2%. The following figures show the averages given in recent Yearbooks:

1956	1957	1958	1959	1960
14.5%	15%	15.65%	16.2%	13.2%

With all the necessary reservations as to the value of these soundings, it seems nevertheless that: (a) the trend in favour of an increase in the sums allocated to education has lost nothing of its *breadth*, since it seems clear that its influence is general; (b) the *strength* of the trend has, however, slightly decreased, and it will be interesting to examine whether this is purely fortuitous or not. For the moment it is possible to say that out of thirty countries providing comparable data twenty-one recorded a decrease in the rate of increase in 1959-1960 as compared with 1958-1959. Only nine countries show the opposite phenomenon, i.e. a rate of increase for 1959-1960 which is higher than that for the previous year.

To enable each country to evaluate its own achievements in the financing of education in comparison with those of other countries, we have drawn up a distribution curve with the data for the rates of increase recorded in sixty countries. All countries whose rate of increase is below 6.4% come into the first quartile, all those whose rate varies between 6.4% and 10.4% (median) are in the second, those whose rate varies between 10.4% and 16.9% belong to the third, and those exceeding 16.9% are in the fourth quartile.



*Comparative Table*<sup>1</sup>

*Afghanistan.* Expenditure on education in 1959-1960: 259,860,252 afghanis (+43.5%).

*Albania.* Budget of the Ministry of Education in 1960: 2,814,120,000 leks (+41%).

*Australia.* Expenditure on public education by the different federated states in 1958-1959: £142,248,000 (+14.37%).

*Austria.* Federal education budget for 1959: 2,726,076,587 schillings (+7.5%) [+4.99%].

*Belgium.* Draft budget of the Ministry of Education for 1960: 18,326,700,000 Belgian francs (+13.1%) [+28%].

*Bulgaria.* State budget for education in 1960: 1,620,005,050 levas (+0.72%) [+16.2%].

*Byelorussia.* 1960: 2,893,000,000 roubles (+15.6%) [+9.7%].

*Cambodia.* Ministry of National Education, 1959: 708,033,120 riels (+18.4%).

*Canada.* Provincial budgets for education show an average increase of 15%.

*Ceylon.* Ministry of Education and Culture, 1959: 244,176,753 rupees (+18.8%) [+12.3%].

*China.* Budget of the central, provincial and local authorities for 1959-1960: 1,264,917,646 N.T. dollars (+17.3%) [+11.65%].

*Colombia.* Budget of the Ministry of Education for 1960: 195,631,000 pesos (+25.45%).

*Costa Rica.* Budget for public education in 1960: 104,737,017 colones (+10.08%).

*Denmark.* State allocations for education in 1959-1960: 574,546,933 kroner (+20.78%) [+30.72%].

*Dominican Republic.* Budget of the Secretariat for Education and Fine Art in 1959: 10,372,488 Dominican pesos (+2.25%) [+1.39%].

*El Salvador.* 1960: 32,953,411 colones (+0.7%).

*Ethiopia.* 1959-1960: 31,300,000 Ethiopian dollars (+3.3%) [+10.73%].

*France.* Budget for national education in 1960: 741,000 million old French francs (+14.7%) [+19%].

*German Federal Republic.* Increases in almost all the *Länder*, some of them exceeding 10%.

*Ghana.* Ordinary expenditure of the Ministry of Education in 1958-1959: 6,350,803 Ghana pounds (+10.5%).

*Honduras.* Budget of the Ministry of Education for 1960: 14,194,610 lempiras (+10%).

*Hungary.* Budget for cultural institutions under the Ministry and the councils for 1960: 4,236,767,000 forints (+16%).

*Iceland.* Expenditure of the Ministry of Education in 1960: 179,165,030 kronur (+18.4%) [+20%].

*India.* Education budget of the Union government in 1959-1960: 485,000,000 rupees (+30.7%) [+23.2%].

<sup>1</sup> The percentage in parentheses shows the increase or decrease as compared with the previous year, whenever the data provided have enabled it to be calculated. Figures in square brackets show the increase or decrease per cent given in the 1959 Yearbook.



*Iran.* Budget of the Ministry of National Education for 1959-1960: 6,032,596,371 rials (+9%) [+16.3%].

*Iraq.* Expenditure on education in 1959-1960: 29,250,000 Iraqi dinars (+11.6%).

*Ireland.* Allocations for education in 1960-1961: £17,406,421 (+5.87%) [+8.62%].

*Israel.* Budget of the Ministry of Education in 1959-1960: 92,968,800 Israeli pounds (+27%) [+16.8%].

*Italy.* Budget of the Ministry of Education for 1960-1961: 487,131,500,000 lire (+10.68%) [+12.25%].

*Japan.* Budget of the Ministry of Education for 1959-1960: 169,000 million yen (+10.4%) [+6.2%].

*Korea.* Budget of the Ministry of Education for 1960: 63,438,443 hwan (+6%) [+50%].

*Kuwait.* Budget of the Department of Education for 1959-1960: 150 million rupees (+15.3%).

*Laos.* Budget of the Ministry of National Education for 1959-1960: 220,629,340 kips (+10%) [+40%].

*Lebanon.* Budget of the Ministry of National Education and Fine Art for 1960: 30,839,218 Lebanese pounds (-0.5%) [+12.73%].

*Liberia.* Budget of the Ministry of National Education for 1959-1960: 2,054,038 Liberian dollars (+6.7%) [+11%].

*Libya.* Education budget for 1960: 3,322,000 Libyan pounds (+32.66%).

*Malaya.* Expenditure on education: 160 million Malayan dollars.

*Mexico.* Education budget for 1960: 1,851,943,185 pesos (+27.77%) [+27.4%].

*Monaco.* National education budget for 1960: 2,377,780 new French francs (+20%).

*Netherlands.* Ministry of Education budget for 1960: 1,394.6 million guilders (+16.3%) [+3.5%].

*New Zealand.* Allocations for public education in 1958-1959: £36,145,183 (+5.5%) [+7.6%].

*Pakistan.* Expenditure of the central government and the provincial authorities in 1959-1960: 258,710,000 rupees (+2%) [+4.85%].

*Panama.* Budget for national education in 1960: 13,213,000 balboas (+1.8%).

*Philippines.* Allocations for public education by the government in 1960: 242,861,430 pesos (+6.1%).

*Poland.* Budget of the Ministry of Education in 1960: 619,065,000 zloty (+6.4%).

*Portugal.* Budget of the Ministry of National Education in 1959: 972,867,178 escudos (+7.89%) [+25.2%].

*Rumania.* Allocations for education from the State budget in 1960: 3,411,100,000 lei (+12.1%) [+8.3%].

*Saudi Arabia.* Budget of the Ministry of Education in 1959-1960: 122,068,000 rials (+10.1%) [+25%].

*Singapore.* Expenditure on education in 1959: 63 million Malayan dollars.

*Spain.* Budget of the Ministry of National Education in 1960: 5,618,707,992 pesetas (+16.9%).

*Sudan.* Budget of the Ministry of Education in 1959-1960: 9,187,927 Sudanese pounds (+3.26%).





*Sweden.* Allocations by the State for education in 1959-1960: 1,712 million crowns (+10%) [+17.4%].

*Switzerland.* Total expenditure on education in 1957: 908,743,488 Swiss francs (+8%).

*Thailand.* 1959: 1,324,866,865 bahts (+2.63%).

*Tunisia.* 1959-1960: 9,111,630 dinars (+8%) [+7.94%].

*Ukraine.* Allocations for education in 1960: 13,917 million roubles (+17.27%) [+8%].

*USSR.* Allocations for public education in 1960: 102,000 million roubles (+8.1%) [+12%].

*United Arab Republic.* Total education budget for 1959-1960: northern region, 71,557,000 Syrian pounds (+11%) [+14.3%]; southern region, 41,423,000 Egyptian pounds (+5%) [+2.9%].

*United Kingdom.* England and Wales: The transfer to the Ministry of Housing and Local Government of the payment of grants to local authorities has reduced the Ministry of Education budget from £384 million in 1958-1959 to £107 million in 1959-1960. Total expenditure on education continues nevertheless to increase. Scotland: Expenditure on education in 1959-1960: £77,800,000 (+7.17%) [+7.8%]. Northern Ireland: Budget of the Ministry of Education for 1959-1960: 14,281,133 (+5.18%).

*Venezuela.* Ministry of Education budget for 1959-1960: 461,091,765 bolivars (+25%).

*Vietnam.* National budget for education in 1960: 846 million piastres (+7.27%).

*West Indies.* Total expenditure on education in 1959-1960: 58,920,071 BWI dollars (+37%).

*Yugoslavia.* Allocations for education in 1958: 49,965 million dinars (+20.2%) [+17%].

### SCHOOL BUILDING

(1) *General impression.* It is far more difficult still to estimate and compare achievements in school building than in the financing of education. In the first place it is impossible to draw up in the form of a comparative table the whole range of action undertaken under the heading of school building. Such action covers building from a new university down to schools with one classroom, and includes boarding accommodation, workshops, laboratories, sports grounds, teachers' houses, etc. For detailed information the individual national reports must be consulted. We have had to limit our comparison to the increase in accommodation available in schools, particularly at primary and secondary level. Even there, however, some reports express their estimates of this increase in numbers of new classrooms, some in new places made available, some in the area of floor space covered, and some in sums allocated to school building. Under these conditions, we can but formulate two observations of a general nature: (a) the problem of providing school premises continues to be acute in a great many countries; (b) although in some countries the efforts made in 1959-1960 are greater than in the previous year, it nevertheless remains true that in others there has been a diminution of these efforts. If, for instance, we take the twenty-seven countries (i.e. a third of those studied) which have provided comparable data on work done in 1959-1960 in relation to the previous year, it may be seen that in seventeen of these efforts have increased, whereas in the other ten they have weakened.



(2) *Number of new classrooms built.* The following countries have provided statistical data on the number of classrooms built. The figure in parentheses is given as an example when the number of classrooms built exceeds a thousand; the other figures may be found in the comparative table. The countries are: Albania, Austria, Belgium, Brazil, Bulgaria, Byelorussia, Ceylon, El Salvador, Ethiopia, France (28,904), German Federal Republic (4,520), Honduras, Hungary (1,324), Iran, Ireland, Israel (1,048), Republic of Korea (3,369), Kuwait, Laos, Libya, Mexico (3,698), Morocco (1,936), Netherlands (3,333), New Zealand, Panama, Philippines (5,084), Poland (4,857), Portugal, Tunisia, United Arab Republic, United States (70,000), Vietnam (2,323) and Yugoslavia (2,440).

(3) *Number of new places made available.* The following countries give information on the number of pupils accommodated in new buildings: El Salvador, Ukraine, USSR and the United Kingdom (England and Wales, Scotland).

(4) *Area covered.* Some countries (Ceylon, Japan and Norway) state their achievements in the field of school building in terms of the area of floor space covered.

(5) *Sums allocated for building.* Information on the financial effort made in favour of school building may be found in the reports of the following countries: Argentina (391 million pesos), Austria (385 million schillings), Czechoslovakia (700 million crowns), Dominican Republic (2,766,378 Dominican pesos), Iceland (29,187,703 crowns), Ireland (£1,540,000), Israel (13,504,000 Israeli pounds), Lebanon (1,619,000 Lebanese pounds), Netherlands (260 million guilders), New Zealand (£6,868,789), Poland (754 million zloty), Sweden (350 million Swedish crowns) and Tunisia (3,310,000 dinars).

(6) *The drawing up of more or less long-term building plans.* It seems useful to mention, in addition to progress made in 1959-1960, those countries which during this period have drawn up or implemented building plans spreading over several years. These are: Colombia, Ecuador, Guatemala, Iraq, Italy, Liberia and the United Arab Republic.

(7) *Special measures relating to school building.* The reports of some countries give information on action taken in the field of finance procedure, the study of requirements, new regulations issued, the preparation of standard plans and experiments with them, testing of building materials, etc. The countries concerned are the following: Costa Rica, Denmark, German Federal Republic, Japan, Laos, Luxembourg, Poland, Sudan and Sweden.

#### *Comparative Table*

*Albania.* In 1959, 266 classrooms (+26.6%) built by the Ministry and over 400 by economic organizations.

*Argentina.* Allocations for school building: primary education 278,080,266 pesos; secondary education 70 million pesos; university education 43,600,000 pesos.



*Australia.* The report gives the achievements of the various states.

*Austria.* 1959-1960: 679 primary classrooms (+15) at a cost of 308,230,000 schillings; 116 secondary school classrooms (+76) at a cost of 77 million schillings.

*Belgium.* Important allocations of work in 1959: 376 (+39); large constructions undertaken: 282 (+7).

*Brazil.* Primary classrooms built in 1959: 509 (-258).

*Bulgaria.* In 1959: 341 classrooms by the public authorities and 375 school buildings by the population.

*Byelorussia.* In 1959, 873 school buildings constructed.

*Ceylon.* In 1959: 212 school buildings covering an area of 400,000 sq. ft. (-188 buildings).

*Colombia.* The Ministry of Education has drawn up a 15-year plan for the construction of 35,598 primary classrooms; the number of classrooms planned for 1961-1964 is 9,300.

*Costa Rica.* School building programmes in other countries are being studied.

*Czechoslovakia.* Allocations by the Ministry of Education in 1960 for the construction of kindergartens and general education schools: 700 million crowns.

*Denmark.* The building research committee has investigated the number of classrooms needed in rural and urban areas.

*Dominican Republic.* Public and private funds allocated to school building in 1959-1960: 2,766,378 Dominican pesos.

*Ecuador.* Government loan of 16 million sucres to finance the school building programme.

*El Salvador.* Classrooms built in 1959-1960: 180, to accommodate 7,120 pupils.

*Ethiopia.* Classrooms built in 1959-1960: 49 for primary education (+30%) and 53 for secondary education (+71%) Church, mission and private bodies made a valuable contribution in this field.

*Finland.* In 1959, 300 plans approved for the building of new schools or the repair of existing schools for primary education and 13 plans for secondary education.

*France.* New classrooms (primary, secondary and technical education) opened in October, 1959: 28,904.

*German Federal Republic.* Classrooms built in 1959-1960: 4,520, excluding special rooms. The Conference of Ministers of Education conducted a survey of the present position and future needs in school building. Use of prefabricated units.

*Ghana.* Various constructions. See national report.

*Guatemala.* Tripartite plan for school building.

*Honduras.* Classrooms built in 1960: 554.

*Hungary.* Primary classrooms built in 1959: 1,324 (+26%).

*Iceland.* Total outlay in 1960: 29,187,703 kronur (+42.5%). In 1959, 5 primary school buildings (-2) with 16 classrooms and one lower secondary school (-1) with 5 classrooms inaugurated.

*Iran.* 144 buildings constructed.

*Iraq.* A five-year plan covering the construction of 1,086 schools of all levels is under consideration.

*Ireland.* Grants made in 1959-1960: £1,540,000. Five new vocational schools (-7) and 85 new general schools (-2) constructed.



*Israel.* Allocations in 1959-1960: 13,504,000 Israeli pounds (+60%). Classrooms constructed: 1,048.

*Italy.* The new school building programme provides for a total expenditure of 130,000 million lire most of which will be used for the construction and equipment of 23,000 classrooms.

*Japan.* The total floor area constructed increased by 13.9% over last year. A new law provides for State contributions to the reconstruction of schools damaged by the typhoon (75% for public schools and 50% for private schools).

*Korea.* Classrooms built in 1959: primary education 3,098 (-12.7%); secondary education 271 (-61.8%).

*Kuwait.* Number of classrooms completed in 1959-1960: 240 (+182).

*Laos.* Six classrooms constructed from the national budget. Instructions for building given at local administrative level.

*Lebanon.* Budget for school building in 1960: 1,619,000 Lebanese pounds (-800,145).

*Liberia.* Four-year plan approved for the construction of 100 school buildings.

*Libya.* Primary and secondary classrooms built in 1959-1960: 223.

*Luxembourg.* New instructions issued on school building.

*Mexico.* Primary classrooms built in 1959-1960: 3,698.

*Morocco.* New classrooms available in 1959-1960: primary 1,665 (+465); secondary 271.

*Netherlands.* 260 million guilders allocated to school building. Classrooms completed in 1958-1959: 3,333.

*New Zealand.* Classrooms built in 1959: 811 (-15.4%). Expenditure on school building: £6,868,789 (-£302,072).

*Norway.* Licences granted to build primary, continuation and comprehensive schools covering 165,000 m<sup>2</sup> (-44,000 m<sup>2</sup>). The new primary education act will increase the need for accommodation.

*Pakistan.* Slight improvement in the position over last year, but inadequate in relation to requirements.

*Panama.* Classrooms built in 1959-1960: 138.

*Philippines.* Classrooms built in 1959: 2,992 ordinary and 2,092 pre-fabricated.

*Poland.* Classrooms built in 1959: 4,634 primary (+1,053) and 223 secondary. Investment funds increased by 754 million zloty (+35%). Model designs issued.

*Portugal.* Classrooms built in 1959-1960: 984 primary (+97).

*Spain.* The primary school building plan continues at the pace foreseen. Work also done on teachers' houses, teacher training schools, medium level vocational schools, technical schools and university buildings.

*Sudan.* Experiments in the use of materials suited to local conditions.

*Sweden.* Investments in 1959-1960: 350 million Swedish crowns. Publication of 2 reports on school building.

*Switzerland.* Details may be found in the national report.

*Tunisia.* Commitments in 1959-1960: 3,310,000 dinars. Classrooms built: 434.

*Ukraine.* The 4,097 schools constructed provide accommodation for 237,000 pupils (+96,000).

*USSR.* Places provided in new buildings erected by the State in 1958 and 1959: 1,200,000 in general schools, 282,000 in kindergartens, and 134,200 in day nurseries.



*United Arab Republic.* New schools built: 71 in the northern region and 178 in the southern region. A five-year school building plan covering both provinces adopted.

*United Kingdom.* New places provided in primary and secondary schools: England and Wales 254,000 (-31,000); Scotland 50,502 (-5,948).

*United States.* Primary and secondary classrooms completed in 1958-1959: 70,000.

*Vietnam.* New primary classrooms: 2,323. Six new lycées.

*West Indies.* New places provided: 5,770 in primary schools and 1,591 in secondary schools.

*Yugoslavia.* Classrooms built in 1959: 2,440 (+1,019).

## FREE COMPULSORY EDUCATION

(1) *General impression.* From the angle of compulsory education, countries may be classified into two broad categories: on the one hand those who have not yet achieved universal compulsory education and endeavour to reduce the number of children who are not covered by it; on the other, those countries which have succeeded in providing schooling for practically all their school-age children and aim at postponing the upper age limit of compulsory education. It seems that specific steps taken in 1959-1960 were mainly concerned with extending the schooling period. As regards the provision of free education, efforts this year seem to be related to exemption from school fees and to providing free equipment and school supplies.

(2) *Introduction and extension of the principle of compulsory education.* Three reports, as compared with six last year (India, Morocco and Saudi Arabia), mention steps taken to enforce attendance for school-age children. The introduction of five years' compulsory education for girls is planned in India.

(3) *Prolongation of schooling.* Although no spectacular progress has been recorded this year, such as the prolongation of schooling in the USSR and in France in 1958, it is evident that the trend in favour of raising the school-leaving age continues to gain ground. Steps taken include new laws on prolongation, supplementary measures resulting from previous decisions, and the gradual extension of new top classes. More details on this subject will be found in the national reports of the following eleven countries (six last year): Bulgaria, Canada, Czechoslovakia, Finland, France, Norway, Poland, Rumania, Sweden, Switzerland and the United Kingdom.

(4) *Free schooling.* Five reports (four in 1958-1959) mention innovations in the field of free schooling. While in Belgium, Israel, Spain and Switzerland the new regulations favour the extension of free schooling, in Thailand on the other hand restrictive legislation has been passed. The trend in favour of free schooling is supported by a tendency to provide free equipment and school supplies (reports from Australia, Belgium, Czechoslovakia, Switzerland and New Zealand).



*Comparative Table*

*Australia.* School papers issued to pupils in state primary schools free of charge in Queensland.

*Belgium.* Free provision of school equipment and of pupil transport.

*Bulgaria.* Steps taken for the opening of a compulsory 8th class from 1960-1961 onwards. Introduction of free schooling at secondary and higher level.

*Canada.* Compulsory school-leaving age in Prince Edward Island raised from 15 to 16 years.

*Czechoslovakia.* 22% of the pupils completing their 8th year went on to the 9th year of schooling. Free distribution of school supplies in general, secondary, vocational and apprenticeship schools.

*Finland.* The educational reform committee proposes a nine-year comprehensive compulsory education school with division of courses in the upper stage.

*France.* The extension of compulsory schooling up to the age of 16 came into force in 1959-1960.

*India.* The Union government has prepared model legislation for compulsory education as a guide for state governments. Project of the national committee on women's education recommends the introduction of universal education for girls aged 6-11.

*Israel.* Extension to all secondary school classes of the scheme for the graded reduction of school fees according to the parents' means.

*Morocco.* Plan to speed up the provision of education for all.

*New Zealand.* Free distribution of textbooks for primary and secondary schools both public and private.

*Norway.* A voluntary tenth year may be introduced with the approval of the Ministry.

*Poland.* The extension of primary education by one year is still under consideration.

*Rumania.* The gradual introduction of eight-year schooling is planned.

*Saudi Arabia.* Each year the number of pupils admitted to the first primary year is to be at least 10,000 more than the previous year.

*Spain.* Extension of free secondary schooling to new categories of pupils.

*Sweden.* Nine-year compulsory schooling extended to 217 municipalities instead of 143 in 1958-1959.

*Switzerland.* Plans to extend compulsory schooling from 8 to 9 years in Schaffhausen. In Lucerne, several communes have introduced a third class in upper primary schools. In the Valais and Ticino, special measures to prolong the school year. In Vaud, free education and school supplies in the secondary school up to the age of 16. In St. Gallen, school fees abolished in lycées and teacher training schools under certain conditions.

*Thailand.* Pre-university and upper secondary pupils are to pay school fees.

*United Kingdom.* England and Wales: The Crowther report recommends the extension of full-time compulsory schooling up to 16 years of age and of part-time compulsory schooling up to 18 years.



## QUANTITATIVE DEVELOPMENT OF EDUCATION

(1) *Preliminary observation.* As opposed to previous years, we have grouped together in one chapter everything concerning the evolution of the number of pupils and students at the various educational levels. A glance at the comparative table which follows will show how far the amount of comparable data provided differs according to the educational level. There is no need to insist on the fact that the rates of increase or decrease given have only a relative validity, especially for pre-primary, vocational and higher education. They may, however, help us to form an idea of the relative magnitude of the phenomena examined. It is, moreover, encouraging to note that the number of countries providing comparable statistics increases every year.

(2) *Quantitative development of pre-primary education.* Twenty-six countries have provided data enabling us to evaluate changes in the number of pupils attending pre-primary education establishments. Only one report indicates a decrease, of 0.4%, and if two countries where the increase is exceptional (38% and 53%) are excluded, the average rate of increase is 8%. It is interesting to place this figure beside those given in previous Yearbooks:

1957	1958	1959	1960
7.48%	6.77%	6.37%	8%

(3) *Quantitative development of primary education.* This is the level for which we have the greatest amount of numerical data, as forty-nine countries have provided information. In one of these there has been no change, and in five others a decrease in the number of pupils is recorded, of -0.9%, -1%, -2.68%, -4.13% and -5% respectively. The average increase in the remaining forty-three countries is 6.83%, which is a slightly higher rate than that recorded in the last three Yearbooks:

1956	1957	1958	1959	1960
7.5%	6.62%	6.2%	6.56%	6.83%

As may be seen from these figures, the variations in the strength of the tendency for primary school enrolments to increase are very small.

Twenty-six countries give data permitting a comparison of their rate of increase in 1959-1960 with that for 1958-1959: in fifteen of these countries the increase is greater this year, and in the eleven others the rate is falling.

For the benefit of those countries wishing to determine the importance of the quantitative development of their primary education in 1959-1960, let us state that in the distribution curve drawn with the aid of the soundings made, the median corresponds to the country with an increase of 6%. Countries with an increase of less than 3.1% are in the first quartile, those with a rate of increase between 3.1% and 6% fall in the second quartile, while the third quartile comprises those whose increase varies between 6 and 8%, and the fourth quartile those exceeding 8%.



(4) *Quantitative development of secondary education.* Of the forty-four countries covered by soundings relating to the quantitative development of secondary education, there are only three in which the number of pupils has decreased ( $-0.39\%$ ,  $-1.5\%$  and  $-2.3\%$ ). The average rate of increase recorded in the other forty-one is  $11.45\%$ . If this figure is compared with those for the last four years, a tendency to fall may be observed for the first time:

1956	1957	1958	1959	1960
8%	8.75%	10.05%	12.09%	11.45%

Twenty-three countries allow us to compare their rate of increase in 1959-1960 with that recorded in 1958-1959. As opposed to the situation in primary education, the number of countries in which a rise in the rate of increase has been recorded (ten) is lower than the number of countries where the rate of increase is falling (thirteen).

We give below, as for primary education, information which will enable countries so desiring to place themselves on the curve of distribution drawn up on the basis of the soundings made: (a) in the first quartile, countries where the rate of increase is lower than  $6.8\%$ ; (b) in the second, those where the rate of increase lies between  $6.8\%$  and  $10.08\%$  (median); (c) in the third, those whose rate of increase varies between  $10.08\%$  and  $15.2\%$ ; (d) in the fourth, those with a rate of increase exceeding  $15.2\%$ .

(5) *Quantitative development of vocational education.* Nineteen countries have provided data which enable us to take a sounding as regards the evolution of enrolments in vocational education. The lack of precision which prevails as to the type of establishment to be included in this type of education is the main reason why the number of countries giving really comparable data is so restricted. Of these nineteen countries, one shows no change and one other reports a decrease ( $-16\%$ ). If we further exclude two countries where the average increase is exceptional ( $40\%$  and  $68.6\%$ ), the average rate of increase for the fifteen others is  $11.17\%$ . This is the highest rate attained in the last four years:

1957	1958	1959	1960
9.57%	11%	9.91%	11.17%

As we stated in the preliminary observation, only a limited value can be placed on the result of this sounding. Once again, it is merely an estimate of the relative magnitude of the rate of increase.

(6) *Quantitative development of higher education.* The sounding relating to the quantitative development of higher education covers only twenty-seven countries. The reports of two of these mention a decrease in numbers, and if one country, where the increase exceeds  $35\%$  and is therefore exceptional, is excluded, the average rate of increase for the remaining twenty-four countries is  $10.36\%$ , which is lower than that for the previous year but higher than that given in the Yearbooks for the three preceding years:

1956	1957	1958	1959	1960
7.5%	7.97%	8.71%	11.24%	10.27%



Comparative Table <sup>1</sup>

<i>Albania</i> — 1959-1960	<i>Ecuador</i> — 1958-1959
pre-primary: 21,630 (+10.6%)	pre-primary: 10,444 (+7.01%)
primary: 174,332 (+4.8%)	primary: 529,224 (+5.5%)
secondary: 57,157 (+14.5%)	secondary: 57,861 (+7.46%)
vocational: 4,353 (+6.8%)	higher: 7,313 (+9.12%)
higher: 2,454 (+13.4%)	
<i>Argentina</i> — 1959	<i>El Salvador</i> — 1959-1960
pre-primary: 74,999	pre-primary: 12,978
primary: 2,888,568	primary: 183,070
secondary: 775,244	secondary: 18,884
higher: 144,042	vocational: 9,755
<i>Austria</i> — 1959-1960 (public and private education)	<i>Ethiopia</i> — 1959-1960
pre-primary: 74,739 (+3.45%) [+5.46%]	primary: 170,658 (+8%) [+4.71%]
primary: 511,710 (+0.69%) [-2.2%]	secondary: 5,273 (+17.28%) [+28.75%]
secondary: 85,077 (-0.39%) [+9%]	vocational: 3,680 (+0.87%) [+12.41%]
	higher: 804 (+5.78%) [+25.61%]
<i>Belgium</i> — 1959-1960	<i>Finland</i> — 1959
secondary: 225,808 (+11.2%)	primary: 628,735 (+0.72%) [+0.23%]
vocational: 213,018 (+9.8%)	secondary: 201,455 (+10%) [+12%]
higher: 29,150 (+3.1%)	
<i>Brazil</i> — 1960	<i>France</i> — 1959-1960
secondary: 868,178 (+9.7%)	pre-primary: 1,155,000 (+2.7%)
higher: 95,691 (+7%)	primary: 4,900,000 (+2.94%)
	secondary: 707,000 (+11.86%) [+13%]
<i>Bulgaria</i> — 1959-1960	<i>Ghana</i> — 1959
pre-primary: 301,000 (+9.24%) [+1.73%]	primary: 465,290 (+2.2%)
vocational: 103,965 (+30.94%) [+10.6%]	secondary: 151,095 (+11%) [+6%]
<i>Byelorussia</i> — 1959-1960	<i>Guatemala</i> — 1959-1960
pre-primary: 57,000 (+14.8%) [+13.3%]	pre-primary: 17,221 (+6.2%) [-1.4%]
	primary: 293,441 (+8%) [+4%]
<i>Cambodia</i> — 1960	<i>Honduras</i> — 1960
primary: 543,450 (+3.65%)	primary: 205,336 (+7.9%)
secondary: 26,322 (+17.2%)	
<i>Ceylon</i> — 1959	<i>Hungary</i> — 1959-1960
primary: 1,599,241 (+4.8%) [+5.4%]	pre-primary: 177,826 (+3.8%)
secondary: 542,338 (+13.3%) [+11.9%]	primary: 1,314,432 (+3.6%) [+0.7%]
<i>China</i> — 1959-1960	secondary: 145,498 (+6.1%)
primary: 1,777,118 (+8.17%) [+10.96%]	higher: 25,813 (+10.2%) [-2.43%]
secondary: 232,156 (+11.14%) [+7.35%]	
vocational: 77,800 (+8.31%) [+2.88%]	
higher: 17,150 (+8.97%)	<i>Iceland</i> — 1959-1960
<i>Costa Rica</i> — 1960	primary: 23,500 (+6.9%) [+5.5%]
pre-primary: 5,050 (+5%)	secondary: 8,952 (+6.4%) [+10.5%]
primary: 202,801 (+7.4%)	higher: 763 (-3.3%) [+3%]
secondary: 27,491 (+6.8%)	
higher: 3,801 (+3.5%)	<i>India</i> — 1957-1958
<i>Denmark</i> — 1958	pre-primary: 62,428 (+15.5%)
primary: 510,477 (+0.71%)	primary: 24,779,195 (+3.5%)
	secondary: 10,599,083 (+10.6%)
	higher: 704,092 (+12.2%)

<sup>1</sup> This table concerns the number of pupils at the various levels of education. The percentage in parentheses shows the increase or decrease as compared with the previous year, whenever the data provided have enabled it to be calculated. The figures in square brackets show the increase or decrease per cent given in the 1959 Yearbook.



*Iran — 1959-1960*

pre-primary: 16,325 (+38%) [+14.6%]  
 primary: 1,311,164 (+14%) [+13%]  
 secondary: 255,799 (+19%) [+13%]  
 vocational: 8,157 (+10%) [+48%]  
 higher: 18,085 (+25%) [+13.6%]

*Iraq — 1959-1960*

pre-primary: 9,594 (+13%)  
 primary: 642,665 (+24%) [+20.3%]  
 secondary: 120,155 (+22%) [+40%]  
 vocational: 9,658 (+14%) [+84.1%]  
 higher: 12,115 (+37%) [+45.16%]

*Ireland*

1958-1959 primary: 505,363 (+0.19%)  
 [ +0.2%]  
 1959-1960 secondary: 73,442 (+5.6%)  
 [ +5.7%]

*Israel — 1959-1960*

pre-primary: 80,650 (+2.7%) [+5.3%]  
 primary: 385,950 (+4.6%) [+6.8%]  
 secondary: 25,500 (+20%) [+22.2%]  
 higher: 11,500 (+1.8%)

*Japan — 1959*

pre-primary: 699,726 (+3.7%) [+1.6%]  
 primary: 13,374,700 (-0.9%) [+4.1%]  
 universities and colleges: 677,014 (+3.5%)

*Korea — 1959*

pre-primary: 14,128 (+6%) [+11%]  
 primary: 3,602,334 (-5%)  
 secondary: 618,025 (+4.17%)  
 higher: 81,651 (+6%)

*Kuwait — 1959-1960*

pre-primary: 3,947 (+53%) [+50.4%]  
 primary: 24,914 (+13%) [+11.6%]  
 vocational: 1,242 (-16%) [+7.37%]

*Lebanon — 1959-1960 (public and private schools)*

primary: 226,558 (+6%)  
 upper primary and secondary: 39,364  
 (+15.85%)

*Libya — 1959-1960*

pre-primary: 2,637  
 primary: 139,569  
 preparatory and secondary: 9,163  
 vocational: 856  
 higher: 571

*Luxembourg — 1959-1960*

primary: 28,000 (+6.4%) [-6%]  
 secondaire: 4,600 (+3.5%) [+5.1%]  
 1960 vocational: 3,401 (+2.7%)

*Malaya — 1960*

primary: 1,138,219  
 secondary: 156,974

*Mexico — 1959-1960*

pre-primary: 128,182  
 primary: 4,900,000  
 secondary: 158,684  
 higher: 89,803

*Monaco — 1959-1960*

pre-primary: 216 (+10%)  
 primary: 1,719 (+3.6%)  
 secondary: 663 (+8.5%)

*Morocco*

1960 primary: 722,215  
 1959-1960 secondary: 29,061  
 1959-1960 vocational: 24,133

*Netherlands — 1959*

pre-primary: 372,794 (+3%) [+3.7%]  
 primary and complementary: 1,518,456 (-1%)  
 [+0.6%]  
 secondary: 158,519 (+11%) [+10%]  
 higher: 34,890 (+8%)

*New Zealand — 1958*

pre-primary: 13,928 (+4.2%) [+4.4%]  
 primary: 405,758 (+2.9%) [+3.8%]  
 secondary: 100,123 (+4.9%) [+4.2%]  
 higher: 12,881 (+9.5%) [+6.2%]

*Norway — 1959-1960*

primary: 443,200 (+0.6%) (+0.2%)  
 secondary: 83,500 (+17.4%) [+18.3%]  
 vocational: 24,000 (0%) [+9.1%]

*Peru — 1960*

secondary: 98,000 (+10%)

*Philippines — 1958-1959*

primary: 3,019,034 (+6.63%) [+1.41%]

*Poland — 1959-1960*

pre-primary: 371,144 (4.2%)  
 primary: 4,574,225 (+7.9%) [+8.1%]  
 secondary: 214,283 (+7.5%) [+2.1%]

*Portugal*

1960 primary: 869,207 (+1.43%)  
 1959-1960 secondary (official and private):  
 90,236 (+8.46%)  
 1950-1960 vocational (official and private):  
 68,645 (+18%) [+18.3%]

*Rumania — 1959-1960*

pre-primary: 315,998 (+7.75%) [+4.3%]  
 primary: 2,120,298 (+8.5%) [+7.73%]  
 secondary: 124,390 (+9%) [+32.8%]

*Saudi Arabia — 1959-1960*

primary: 85,847 (+13.6%) [+7%]  
 secondary: 5,726 (+9.49%) [+7%]  
 vocational: 1,081 (+68.6%) [+41%]



*Sierra Leone — 1959*

primary: 74,481 (+7.5%)  
secondary: 6,808 (+15.2%)

*Singapore — 1959*

pre-primary: 5,629 (-0.4%)  
primary: 266,625 (+8.8%)  
secondary: 48,723 (+15.1%)

*Spain — 1958-1959*

primary: 3,726,492 (+3.1%) [+3.65%]  
secondary: 561,859 (-1.5%) [+17.6%]  
vocational: 26,364 (+40.4%) [+3.4%]  
higher: 72,599 (+1.1%) [+8.9%]

*Sudan — 1959-1960*

primary: 278,840 (+7.7%)  
intermediate and secondary: 27,854 (+6.8%)  
higher: 1,216 (+26%)

*Sweden — 1959-1960*

primary: 839,000 (0%) [+0.1%]  
secondary: 215,306 (+4.3%) [+3.5%]  
vocational: 153,326 (+6.1%) [+8.2%]  
higher: 29,471 (+9%) [+9.6%]

*Thailand — 1959*

pre-primary (kindergarten): 20,146 (+3.63%)  
primary: 3,336,833 (+2.18%) [+3.8%]  
secondary: 460,955 (+10.08%)  
vocational (public): 68,147 (+8.5%) [+8.83%]

*Tunisia — 1959-1960*

primary: 364,291 (+13.7%) [+20.3%]  
gen. secondary: 16,544 (+21.4%) [+17.71%]  
higher: 2,333 (-10.4%) [+16.9%]

*Ukraine — 1959-1960*

pre-primary: 330,700 (+13.2%) [+11.8%]

*Union of Burma — 1959-1960*

primary: 1,543,874

*USSR*

1960 pre-primary (kindergartens): 2,629,000  
(+11.6%) [+9.18%]  
1959-1960 higher: 2,260,000 (+3.7%)

*United Arab Republic — 1959-1960**Southern region.*

primary: 2,452,397 (+8%)  
vocational: 466,017 (+5%)

*Northern region.*

vocational: 71,832 (+9%)

*United Kingdom — 1959**England and Wales.*

primary: 4,184,000 (-4.13%)  
secondary: 2,717,000 (+9.7%)

*Northern Ireland.*

primary: 200,503 (-2.68%)

*England and Wales, and Scotland*

1959-1960 higher: 103,000 (+2.79%)

*United States — 1959-1960*

primary (public and private schools):  
33,460,000 (+5.2%) [+3.66%]  
secondary, from 9th to 12th year (public and  
private schools): 9,240,000 (+4%) [+5.4%]  
vocational: 3,700,000  
higher: 3,780,000 (+4.3%) [+5%]

*Venezuela — 1959-1960 (public and private  
education)*

pre-primary: 20,170 (+21.9%)  
primary: 1,172,393 (+25.4%)  
secondary: 87,928 (+23.2%)  
vocational: 33,456 (+31.4%)  
higher: 21,292 (+32%)

*Vietnam — 1959-1960*

public primary: 997,928 (+14.3%) [+20%]  
public secondary: 61,565 (+18.93%) [+25%]  
vocational: 3,954 (+6.2%)  
higher: 9,217 (+25.8%)

*Yugoslavia — 1958-1959*

primary: 2,426,754 (+4.8%) [+6.49%]  
secondary: 78,841 (-2.3%) [-4%]  
higher: 96,890 (+16.9%) [+15.3%]

## PRIMARY EDUCATION

## ORGANIZATION, CURRICULA AND SYLLABUSES

(1) *General impression.* Comparison of the main trends relating to the organization of primary education in 1959-1960 with those observed in 1958-1959 seems to reveal three facts. In the first place, there is stability in the number of countries which have been concerned with curriculum and syllabus reforms (the figures for 1959-1960 are the same as those for the previous year). Owing to this stability—and this is our second observation—the trend in favour of modifications in the number and content of



subjects taught in primary education continues to be one of the most "active", since it covers 43% of the countries studied. In the third place, the reasons for the decrease in the number of countries which have been concerned with curriculum reform call for interpretation, but this is a matter which exceeds the limits of descriptive comparative education and comes within the bounds of explanatory comparative education. The number of countries concerned with curriculum reform has decreased, whereas the number of those which have undertaken syllabus revision has increased.

(2) *Structural changes.* No change in the number of countries (seven, i.e. 9% of the reports studied) which have prepared or decided upon structural changes in primary education: Brazil, India, Switzerland, Ethiopia, Finland, Israel and Liberia. In the last four of these countries, the number of years considered as primary education has been reduced from seven or eight to six.

(3) *Trend in favour of curriculum and syllabus reform.* The same stability may be seen in the number of countries which mention in their reports reforms (either undertaken or in preparation) concerning primary curricula or syllabuses or both. The number of these countries is the same as last year, i.e. thirty-three (43% of the total).

(4) *Curriculum revision.* It is not easy to draw a clear-cut distinction between "curricula" and "syllabuses". In this study, we have included in the first category changes made in the number of subjects taught and the emphasis placed upon each of them, while keeping for the heading "syllabuses" modifications in the content of each subject taught. Compared with the data for 1958-1959, the trend concerning curriculum reform this year has fallen unexpectedly, since instead of twenty-one countries (27%) it affects only the following eleven (14%): Brazil, Bulgaria, Byelorussia, Denmark, German Federal Republic, Liberia, Rumania, Switzerland, West Indies, Vietnam and Yugoslavia.

(a) *New subjects introduced.* The slowing down of curriculum reform necessarily has repercussions on the number of new subjects introduced, which has been reduced to three: practical work (Rumania), social studies and geometry (West Indies). The following, on the other hand, are the subjects introduced in 1958-1959 (the figure in parentheses represents the number of countries): practical work of various kinds (10), science (2), social studies (2), foreign languages (2), moral education (2), domestic science (1), physical education (1), art (1), drawing (1) and civics (1).

(b) *Subjects removed from the curriculum.* None. We may recall that last year one subject was removed from the curriculum.

(c) *Subjects which have been given greater emphasis.* The same observation holds here as for the new subjects introduced. The reports studied mention as subjects which have been stressed only physics, chemistry and natural science (Iceland), art education (Ukraine) and political education (USSR). In 1958-1959 eight subjects were given increased emphasis: practical work (4 countries), science (1), mother tongue (1), moral and political education (1), art education (1), domestic science (1), mathematics (1) and physical education (1).



(5) *Syllabus revision.* We find here the opposite phenomenon to that noted in the trend concerning the revision of curricula: the increase is just as unexpected as the decrease in the number of curriculum reforms. Twenty-nine countries (38%) compared with eighteen (23%) in 1958-1959 mention the revision of their primary school syllabuses. Some of these countries already appear in the list of those which have revised the curriculum, as the two reforms were undertaken simultaneously in eight of the twenty-nine countries. The full list is as follows: Australia, Austria, Brazil, Byelorussia, Republic of China, Czechoslovakia, Denmark, El Salvador, Hungary, Iran, Israel, Laos, Mexico, Morocco, New Zealand, Norway, Philippines, Poland, Portugal, Rumania, Singapore, Spain, Sweden, Switzerland, Ukraine, USSR, Vietnam, West Indies and Yugoslavia.

(6) *Various measures.* Under this heading we have grouped changes made as regards: (a) the length of the school year and the number of weekly school days and class hours (German Federal Republic, Laos, Luxembourg, Singapore, Thailand and Rumania); (b) examinations and pupil promotion (German Federal Republic, United Arab Republic and Yugoslavia); and (c) experimental primary schools (India and Saudi Arabia).

#### *Comparative Table*

*Afghanistan.* Development of practical work and of manual activity and crafts.

*Argentina.* Preparation for curriculum reform is the subject of discussions, studies, and action with a view to educational planning.

*Australia.* Revision of the primary curriculum in New South Wales. Increased time for art, crafts, music, natural science, and physical education. In Victoria, revised courses in social studies and sheet-metal work introduced.

*Austria.* Revision of primary school curricula under discussion.

*Belgium.* Cantonal examination held by the inspectorate for the award of a primary education certificate is becoming more and more widespread.

*Brazil.* The department of education and culture of the state of Rio Grande do Sul has undertaken the reform of the structure, curricula and syllabuses of primary education.

*Bulgaria.* The new curricula for the first eight classes will come into force in 1960-1961.

*Byelorussia.* New curricula and syllabuses introduced.

*Canada.* Increased attention to French in Manitoba, Newfoundland and Ontario.

*China.* Special committee appointed to study the standardization of elementary school curricula.

*Czechoslovakia.* New curricula and syllabuses prepared for the nine-year school.

*Denmark.* The curriculum committee has published its recommendations; it has redistributed the subject matter and started revision of the content of some subjects. The committee recommends the division of subjects in the 8th and 9th classes into compulsory and optional subjects.

*El Salvador.* Syllabuses in course of revision.

*Ethiopia.* Elementary schooling to consist of 6 years instead of 8. Work on curriculum revision continues in accordance with experiments carried out with the revised course in five pilot schools.

*Finland.* The elementary school now comprises 6 years instead of 7.



*German Federal Republic.* The basic plan for public education provides for a first stage of four years, as before, but leading to a new two-year preparatory stage. New curricula issued in Bremen, Hamburg, Saarland and North Rhine-Westphalia. In Hamburg, lessons per week in classes 7 to 9 reduced from 32 to 30. The Conference of Ministers of Education has promulgated regulations for the promotion of pupils from one class to another.

*Ghana.* Curricula and syllabuses revised to relate them to the country's social life. Increased importance given to English.

*Hungary.* New curriculum introduced in 7th and 8th grades (upper primary stage). Practical work of an industrial or agricultural nature introduced in a further 500 schools (1,026 schools in all).

*Iceland.* New primary school curriculum in force in 1960-1961. More time for physics, chemistry and the natural sciences.

*India.* The new education system provides for 8 years' elementary education (6 to 14 years), the last year being a guidance year. Orientation of primary schools towards the basic pattern continues. Pilot project to improve science teaching at the elementary stage.

*Iran.* New curriculum in preparation.

*Israel.* Preparation of a reform which entails the reduction of primary education from 8 to 6 years. An additional lesson of arithmetic a week in grades 7 and 8. New elementary syllabuses published. Swimming lessons recommended, and may be made compulsory.

*Japan.* Partial revision of elementary school curriculum.

*Laos.* New primary education regulations issued. Change of the dates for beginning and ending the school year. Five-day school week. New syllabuses adopted. Revision concerns mainly civics, history and geography, Laotian and French.

*Liberia.* The new education system provides for 6 years' primary education instead of 8. New primary curricula approved.

*Luxembourg.* Regulations for holidays adapted to those in force for secondary schools. A third free afternoon introduced experimentally.

*Mexico.* History syllabuses revised.

*Morocco.* New syllabuses come into force in October, 1960.

*New Zealand.* Revised sewing syllabus issued; this subject now begins at age 11 instead of 7. English syllabus revised and new social studies syllabus in preparation.

*Norway.* A plan issued for new curricula and syllabuses in the elementary and comprehensive schools.

*Philippines.* Lists of minimum requirements prepared for each subject.

*Poland.* Revised elementary school curriculum introduced on 1st September, 1959. Excess material eliminated in some subjects. Teaching related to technology and production introduced.

*Portugal.* New primary school syllabuses issued.

*Rumania.* Curricula and syllabuses revised and improved. Classes V to VII: for country pupils, agricultural activities; for pupils in towns and workers' centres, knowledge of industrial production and practical work in workshops. Time-table reduced by 4-5 hours in classes V to VII.

*Saudi Arabia.* Model primary schools to be set up experimentally at some teachers' schools.

*Singapore.* Several syllabuses issued. Six-day week introduced.

*Spain.* National competition for the best time-distribution plans in one-teacher primary schools.

*Sudan.* Unification of syllabuses for boys and girls.

*Sweden.* Revised curricula and time-table for the nine-year experimental comprehensive school. More time for art education. Teachers reminded of the importance of civic and moral education in teaching certain subjects.



*Switzerland.* Modifications introduced or being studied for the last years of primary education in the cantons of Vaud, Zurich, Aargau and Schaffhausen. New curricula in Vaud, Valais and Ticino. In Zurich, curriculum reform is being studied.

*Thailand.* School calendar modified.

*Ukraine.* New curricula for the eight-year school introduced in the first six classes. Increased importance given to art. History syllabuses changed.

*USSR.* New curricula for the eight-year school drawn up. History syllabuses changed. Increased attention paid to ideological and political education.

*United Arab Republic.* Unification of examinations and syllabuses in the two regions.

*United Kingdom.* England and Wales: Suggestions for work in primary schools published by the Ministry.

*United States.* Great expansion of guidance services. Increased importance given to science, mathematics and foreign languages.

*Vietnam.* Curriculum revision almost complete.

*West Indies.* Curricula and syllabuses modified. New subjects introduced: social studies (Antigua) and geometry (Montserrat).

*Yugoslavia.* New curricula and syllabuses took effect in 1959-1960. Methods of pupil promotion modified.

## SECONDARY EDUCATION

### STRUCTURAL CHANGES

(1) *General impression.* As might be expected, the number of countries which have introduced structural changes in secondary education is far larger than the number of countries having carried out the same kind of reform at primary level, i.e. twenty-one (27%) against seven (9%). This confirms once more the impression that secondary education is at the moment more malleable than primary education; the range of possible solutions is, moreover, wider than at primary level.

(2) *Changes in the number of stages and divisions.* Sixteen countries (21%), instead of twelve last year (15%), have been concerned with changes in the vertical structure (stages) or the horizontal structure (divisions) of secondary education. These are: Argentina, Republic of China, Denmark, Finland, France, German Federal Republic, Hungary, India, Iran, Israel, Liberia, Luxembourg, Pakistan, Switzerland, the United Kingdom (Scotland), and the United States.

(3) *Changes in the length of courses.* There is a further tendency to decrease, this time more marked than in 1958-1959, in the number of countries revising the length of courses in some types of secondary establishment. Changes of this nature are reported from two countries—Bulgaria and Ethiopia—instead of seven the previous year. In all three cases, the measures taken tend to increase the length of courses.

(4) *New types of establishment.* Under this heading come not only the establishment of new types of institution but also the conversion of some establishments into other types of institution. The slight tendency to rise noted in 1958-1959 is more marked this year, and has now reached five countries (6%) against three (4%) last year: Bulgaria, German Federal Republic, Italy, Japan, and Laos.



*Comparative Table*

*Argentina.* Three new types of secondary school created (agro-technical, bilingual, and public health).

*Bulgaria.* The general secondary school has become a polytechnical secondary school. Length of the course in polytechnical secondary schools extended from 11 to 12 years (8 primary and 4 secondary).

*China.* Experiment with a new system comprising a general four-year stage followed by a two-year stage in two divisions: natural sciences and liberal arts.

*Denmark.* A bill provides for three types of youth school.

*Ethiopia.* Secondary education to comprise 5 years instead of 4, divided into two stages (2+3).

*Finland.* The educational reform committee has proposed a three-year senior secondary school to follow on from the nine-year compulsory education school which would include the present lower secondary stage.

*France.* Decree issued on the organization of the two-year observation and guidance stage and of the third-year classes known as reception and adaptation classes.

*German Federal Republic.* The basic plan for the reorganization of public education provides that at the end of the two-year preparatory stage which follows on from the four-year primary school, pupils may be admitted to one or other of the different types of secondary school, the *Hauptschule*, the *Realschule*, the *Gymnasium* (science and languages) or the *Studienschule* (a preparatory school for higher studies). Four new evening senior secondary schools have been opened.

*Hungary.* Preparations for the school reform continue.

*India.* The new pattern of education provides for three years' secondary education (14 to 17 years), the two-year intermediate stage being abolished; traditional high schools become multipurpose schools with diversified courses.

*Iran.* A home economics division added in upper secondary schools for girls.

*Israel.* Preparation of a reform introducing 4 years' general and 2 years' specialized secondary education. Students in orthodox Jewish theological seminaries may prepare for the matriculation examination in four years.

*Italy.* A bill has been placed before the Senate to establish a unified lower secondary school replacing the present intermediate and secondary vocational school.

*Japan.* The establishment of upper secondary schools with the sole task of providing correspondence education is recommended.

*Laos.* Conversion of two secondary schools into "provincial education centres" comprising primary and secondary classes and technical divisions.

*Liberia.* The new secondary education system will comprise six years divided into two three-year stages, instead of the former four years.

*Luxembourg.* The reform now being studied will introduce greater diversity of courses into secondary education.

*Pakistan.* It is suggested that the intermediate stage of the college programme should be classified as the upper secondary stage.

*Saudi Arabia.* To reduce overcrowding in general secondary schools, it has been decided to abolish scholarships and to reduce to 25% the proportion of pupils obtaining the primary certificate who are admitted to general secondary schools.

*Switzerland.* Structural changes have been made in several cantons.

*United Kingdom.* Scotland: Four-year senior secondary course introduced.



## CURRICULA AND SYLLABUSES

(1) *General impression.* The trend in favour of the revision of secondary school curricula and syllabuses continues to appear as both one of the broadest and most stable of all. As regards the strength of this tendency, it is enough to say that it concerns half the countries studied (49%), whereas at primary level it affects only 43%. As stated above in connection with the trend concerning structural changes, it is in the field of secondary education that the greatest activity may be observed.

(2) *Trend towards the revision of curricula and syllabuses.* The number of countries which undertook or completed modifications in their secondary school curricula or syllabuses or both was 39, i.e. 49% of the total. This trend is apparently stable, since last year the figure was roughly the same (forty).

(3) *Curriculum revision.* One may examine separately the changes made in curricula and in syllabuses. First as regards curricula—syllabuses will be discussed below—changes have been made in twenty-two countries (28%) as compared with twenty last year. These are: Afghanistan, Argentina, Bulgaria, Byelorussia, Canada, Ceylon, Czechoslovakia, Ethiopia, German Federal Republic, Honduras, Hungary, India, Iran, Ireland, Japan, Lebanon, Poland, Spain, Sweden, USSR, United States and Yugoslavia.

(4) *New subjects introduced.* As the number of countries which have introduced changes in curricula is practically the same as in 1958-1959, how does it happen that the number of changes made in the subjects taught is noticeably lower? Have the authors of the reports been less explicit this year? Whatever the reason, we find here the same phenomenon, though to a lesser degree, as in primary education. According to the reports, the new subjects introduced are as follows (the figure in parentheses shows the number of countries concerned): practical work of all kinds (2), vocational or technical subjects (2), foreign languages (1), hygiene (1), art education (1), music (1), and sociology (1). The new subjects introduced in 1958-1959 were the following: practical work of various kinds (7), subject of a vocational and technical nature (4), domestic science (4), child care (2), foreign languages (1), art education (2), civics (2), moral education (3), science (1), hygiene (1), military training (1) and traffic regulations (1).

(5) *Subjects which have been given greater emphasis.* The subjects which were already being taught but which have been given greater emphasis are as follows (the figure in parentheses again indicates the number of countries): practical work (2), civic and political education (3), moral education (1), art education (1), music (1), physical education (1), mathematics (1), physical and natural science (3). A comparison with the data for 1958-1959 may be interesting: foreign languages (3), science (2), practical work (2), physical education (2), history (1), geography (1), housecraft (1), moral education (1), political education (1) and music (1). It may easily be seen that in this field the discrepancy between the two years under comparison is less marked than for the new subjects introduced.



(6) *Subjects which have been given less emphasis.* Only one country has allotted less time to some subjects. These subjects are history, geography and physical and natural science.

(7) *Subjects removed from the curriculum.* As in primary education and as in 1958-1959, no subject was removed from the curriculum in 1959-1960.

(8) *Syllabus revision.* If we consider the tendency to introduce changes in the field of syllabuses in the same way as was done for curricula, it may be seen that, in spite of an increase of two, the strength of this trend has not varied. It is visible in twenty-four countries (31%) in 1959-1960 as compared with twenty-two in 1958-1959. The countries concerned are: Austria, Belgium, Byelorussia, Republic of China, Czechoslovakia, Denmark, El Salvador, Ethiopia, Finland, France, Honduras, Israel, Luxembourg, Mexico, Philippines, Poland, Singapore, Sudan, Switzerland, Thailand, Ukraine, USSR, United Arab Republic and Yugoslavia.

(9) *Table of changes made in the subjects taught.* The following changes have been made in curricula concerning: (a) new subjects introduced; (b) subjects which have been given greater emphasis; and (c) subjects which have been given less emphasis:

Subjects	Introduced	Stressed	Reduced
Practical work	Bulgaria Lebanon	Afghanistan Hungary	
Vocational or technical subjects	Bulgaria Czechoslovakia		
Foreign languages	Sweden		
Hygiene	Poland		
Civic and political education		German Federal Republic Sweden USSR	
Moral education		Sweden	
Art education	Afghanistan	Lebanon	
Music	Spain	Lebanon	
Physical education		Argentina	
Sociology	Iceland		
History			Bulgaria Bulgaria
Geography			
Mathematics		United States	
Physical and natural science		United States Iceland India	Bulgaria
Social studies <sup>1</sup>			

<sup>1</sup> The Manitoba (Canada) Royal Commission recommended that from the Vth to the IXth year social studies should be replaced by the separate subjects of history, geography and civics.



(10) *Various measures.* As in the case of primary education, we have grouped together under this heading changes made as regards: (a) the length of the school year or the number of school days per week: German Federal Republic, Ghana and Hungary (i.e. three countries instead of one in 1958-1959); (b) examinations and promotion of pupils: Albania, Australia, Republic of China, France, German Federal Republic, Ghana, Iran, Lebanon, Luxembourg, Malaya and the United Arab Republic (i.e. eleven countries instead of six).

### *Comparative Table*

*Afghanistan.* Typing, art and more handicraft for girls.

*Albania.* End-of-year examinations abolished for classes V, VI, VIII and X in general and vocational schools.

*Argentina.* Inter-university commission set up to study the organization of secondary education establishments functioning under universities. Physical education lessons increased from 2 to 3 a week.

*Australia.* In Tasmania, changes in the two main secondary school examinations.

*Austria.* A comparative study of general secondary school curricula in Austria and abroad undertaken in preparation for the reorganization of curricula.

*Belgium.* Experimental syllabuses for mathematics, physics and chemistry introduced in some secondary schools.

*Bulgaria.* Subjects introduced in polytechnical schools: elements of agriculture, elements of industrial production, one day a week of practical work for classes X and XI, 18 consecutive days' work in production for classes VIII, IX and X. Decrease in hours given to history, geography, physics, chemistry and biology.

*Byelorussia.* New secondary school curricula and syllabuses introduced.

*Canada.* The Manitoba Royal Commission has recommended that social studies should be replaced, in grades V to IX, by separate instruction in history, geography and civics.

*Ceylon.* Science syllabus issued for standards 6, 7 and 8.

*China.* Special committee appointed to study the standardization of junior high school curricula.

*Czechoslovakia.* New secondary school curricula and syllabuses prepared. New curricula and syllabuses introduced experimentally in 25% of general secondary schools. New subject introduced: principles of production.

*Denmark.* The curriculum committee for grammar schools continues its work. Experiments in the teaching of civics.

*El Salvador.* Plans for a general reform of secondary school syllabuses.

*Ethiopia.* New lower secondary school course in preparation, for experimental use in 1960-1961. General science syllabus under revision.

*Finland.* New syllabuses for mathematics, drawing and writing, household economy, handicrafts and physical education, to be introduced in 1960-1961.

*France.* New geography syllabus adopted. A second reform of the baccalaureate examinations has been decided upon. Reform of lower secondary education certificate adopted.

*German Federal Republic.* Five-day week introduced in Berlin and Hesse. In the Rhineland-Palatinate, secondary school entrance examination experimentally abolished. In Hamburg, Lower Saxony, North Rhine-Westphalia and Bavaria, steps taken to facilitate transfer from junior to senior secondary schools. New curricula introduced in the Rhineland-Palatinate and Lower Saxony. More emphasis given to civic and political education.



*Ghana.* Two separate examinations held for entrance to secondary schools and to technical institutions. Curricula and syllabuses revised. Dates for the beginning and end of the school year modified.

*Honduras.* Preparation of new curricula and syllabuses for the 3rd year of the new general culture course and the differentiated course.

*Hungary.* Vocational work now introduced for one day a week in 177 grammar schools (+109). In evening grammar schools, teaching days reduced from 4 to 3.

*Iceland.* New curriculum for lower secondary schools adopted for 1960-1961. Increased emphasis on physical and natural science. Sociology now a compulsory subject.

*India.* To strengthen science teaching, 313 school science clubs instituted.

*Iran.* New lower secondary school curricula submitted for the approval of the higher council of education. Revision of examination regulations and marks. Grouping of related subjects into teaching units.

*Israel.* Changes in syllabuses for Hebrew language and literature, general literature and English. Two sets of regulations on the promotion of secondary school pupils from one class to another have been published for schools to choose from. Instructions issued concerning the replacement of a written examination by an oral test.

*Japan.* Revision of upper secondary school curricula in preparation.

*Lebanon.* More emphasis on drawing and music. The project for curriculum reform stresses experimental science teaching and practical work. Examination system to be modified.

*Luxembourg.* Modifications to syllabuses of all subjects and to certain examinations.

*Malaya.* The lower secondary certificate may now be taken in Malay as well as in English.

*Mexico.* Revision of history syllabuses.

*Philippines.* Lists of minimum requirements for each subject compiled.

*Poland.* New syllabuses for English, French, German, Latin and chemistry introduced in general secondary schools. Hygiene made a compulsory subject.

*Singapore.* Several syllabuses issued.

*Spain.* Teaching of singing introduced.

*Sudan.* Syllabuses for girls and for boys unified.

*Sweden.* Introduction of Russian in the two branches of the mathematics and science stream and the social branch of the general course. The two highest classes of the lycée may also take Italian. Emphasis to be placed on civic and moral education in teaching certain subjects.

*Switzerland.* New curricula approved in the Canton of Ticino. Revision is being studied in Zurich (scientific secondary school), the Valais (middle schools) and the Grisons (lycée).

*Thailand.* Revision of secondary school curricula.

*Ukraine.* Teaching of history modified.

*USSR.* New curricula and syllabuses worked out for the eleven-year school. Teaching of history modified. Greater emphasis on ideological and political education.

*United Arab Republic.* Standardization of curricula and of examination regulations for preparatory and secondary schools in the two regions. New curricula prepared for these schools. Examination requirements for entrance to secondary schools have been raised.

*United States.* Higher requirements in science and mathematics. Increased interest in foreign language teaching.

*Yugoslavia.* New curricula and syllabuses introduced in 1959-1960. System of pupil promotion revised.



*Poland.* Studies in vocational secondary schools extended from 4 to 5 years. Two-year preparatory vocational schools for elementary school leavers established. Statutes and regulations for State technical schools drawn up. Vocational school curricula modified.

*Rumania.* Vocational schools for domestic science opened for seven-year school leavers. In vocational and technical schools the teaching of Rumanian or the mother tongue extended to the second year.

*Saudi Arabia.* The new regulations for differentiated secondary education have been drawn up. As planned last year, new intermediate schools of commerce and industrial intermediate schools have been opened. The establishment of intermediate schools for agriculture has been decided upon.

*Spain.* For technical studies, school year extended by one month. Preparation of a plan to ensure the vocational training of women.

*Thailand.* Establishment of the first polytechnical school.

*Tunisia.* Measures for the introduction of the new secondary technical and intermediate syllabuses.

*United Arab Republic.* School year lengthened in agricultural education.

*United Kingdom.* England and Wales: The recommendations of the advisory committee on promoting commercial education have been commended to local education authorities.

*Venezuela.* First steps taken towards the introduction of a course of agricultural education. The conversion of the school of arts and crafts for women into a women's technical school has entailed changes in structure and curriculum.

*Yugoslavia.* The federal assembly adopted a resolution laying the foundations of a new system of training for vocational staff. New types of vocational school founded. Examination regulations revised.

## HIGHER EDUCATION

(1) *General impression.* The difficulties encountered in trying to apply the technique of dynamic comparative education to the study of yearly educational developments are even more acute where higher education is concerned. The problems arising in this field are indeed far more complex than for the other levels of education, and this complexity is increasingly affecting vocational education also. If one considers further the autonomy enjoyed by institutions of higher education in a good many countries, it can be seen why changes at higher level do not always take up as much room in the reports of Ministries of Education as modifications to other types of education. With these reservations, the trend in favour of reorganization or the introduction of new specializations, especially the former, seems to have slowed down suddenly in 1959-1960.

(2) *Reforms in higher education.* Under this heading we include changes of more or less importance concerning the reorganization or transformation of the higher education system. The decrease observed in this field is the largest recorded this year. The number of countries affected by this trend is eight (10%) against eighteen in 1959: Canada, Hungary, Republic of Korea, Morocco, Sierra Leone, Singapore, Spain and Yugoslavia.

(3) *New courses.* Here are mentioned countries which have introduced new types of establishment, new certificates and diplomas, etc.



Although the trend to introduce new courses is still very strong, it does not, however, reach the magnitude recorded in 1958-1959, when it concerned twenty-six countries. In 1959-1960, measures of this kind were taken or planned in the following twenty-one countries (i.e. 27% of those studied): Afghanistan, Argentina, Belgium, Cambodia, Republic of China, Ethiopia, German Federal Republic, Japan, Kuwait, Malaya, Morocco, Netherlands, New Zealand, Rumania, Saudi Arabia, Sierra Leone, Singapore, Spain, Tunisia, Venezuela and Vietnam.

(4) *Trend concerning the length of courses.* As in 1958-1959, four countries have made changes in the length of courses in some branches. In 1958-1959 all the measures taken were in the direction of extension; in 1959-1960 the two trends counteract each other: the length of some courses has been extended in the Republic of Korea and in Vietnam, while in Spain and in Yugoslavia they have been shortened.

(5) *Curricula and syllabuses.* The reservations made concerning comparative studies in the field of higher education are particularly relevant here. Many other changes besides those mentioned in the reports from the different countries have doubtless been carried out. We shall merely state, therefore, that changes in curricula and syllabuses are mentioned in the reports of the following five countries (four last year): Argentina, India, Italy, Malaya and the Netherlands.

#### *Comparative Table*

*Afghanistan.* New faculty of pharmacy opened. The division of the academic year into two semesters introduced generally.

*Argentina.* University entrance and promotion system made more strict. Courses to prepare students for the entrance examinations introduced. Almost all faculties have modified their courses of study. The curriculum of the University of Buenos Aires provides for compulsory and optional subjects.

*Australia.* The association of Canberra University College and the Australian National University was announced for 1961.

*Belgium.* New degrees: nuclear engineering and two levels in physical engineering at the University of Ghent; supplementary diploma in overseas problems at the University of Liège. An inter-faculty centre of nuclear science established at the University of Liège. New specialized courses introduced.

*Cambodia.* Establishment of the faculty of arts and the faculty of science at the Royal Khmer University which has just been opened.

*Canada.* The National Conference of Canadian Universities replaced by a general association of universities and colleges.

*China.* New courses.

*Ethiopia.* Preliminary work for the establishment of the Haile Selassie I University continues. New courses introduced at University College, the engineering college and the building college.

*France.* Successful experiments carried out in the Paris science faculty in increasing student supervision by the appointment of three supervisors for every 350 students.

*German Federal Republic.* Preparatory courses for foreign students opened at Aachen, Frankfurt and Hamburg; others to be started shortly. In Bavaria and North Rhine-Westphalia admission to universities without the senior school certificate reorganized under new regulations.



*Hungary.* Regulations issued on facilities for workers taking evening and correspondence courses at higher level.

*India.* Sub-committees of the University Grants Commission are studying university syllabuses with a view to greater uniformity.

*Italy.* Regulations for several specialized scientific institutions approved.

*Japan.* Twenty-four new faculties and departments opened in 1959-1960 in universities and colleges.

*Korea.* Four schools promoted to the status of colleges and 3 colleges to the status of universities. The dental medicine course extended from 4 to 6 years.

*Kuwait.* A report on the creation of a university in Kuwait was approved.

*Luxembourg.* Examination syllabuses modified for the award of the doctorate and candidate degrees in philosophy and arts.

*Malaya.* The establishment of an autonomous national university in Kuala Lumpur is planned for 1962. Possibility of introducing Malay as the language of instruction in some university courses is being studied.

*Morocco.* The university has received its charter. Five new certificates introduced in the faculty of science. Steps taken to develop the training of senior staff. The Islamic University of Karaouiyine is to undergo important changes, the upper stage being replaced by the "Ech-Charia" faculty.

*Netherlands.* New courses: post-doctorate training in social managerial policy, Afrikaans language and literature, fiscal science. Proposals for the improvement of science teaching.

*New Zealand.* School of pharmacy opened at the central technical college.

*Rumania.* Establishment of sections in industrial and automatic electronics, radio-communication and radio technique, calculating machines and geo-chemistry. Organization of postgraduate courses leading to the diploma of engineer-economist.

*Saudi Arabia.* Two new faculties—commerce and chemistry—added to the university.

*Sierra Leone.* Fourah Bay College granted a royal charter as the university college of Sierra Leone. Courses for the B.Sc. degree and the engineering diploma introduced.

*Singapore.* Recommendations of a committee on the reorganization of the Nanyang University have been submitted. Singapore polytechnic reorganized. New courses: engineering, building and architecture, science and technology.

*Spain.* Medical studies reduced from 7 to 6 years. Introduction of an accrediting system enabling students from colleges of science to complete their training at higher schools of architecture and engineering. Sub-section of Italian philology set up at the Madrid faculty of philosophy and arts.

*Switzerland.* A general tendency to combat the disadvantages of excessive specialization in university studies.

*Tunisia.* Eight new degrees introduced.

*Venezuela.* The establishment of a University of the East has been decided upon.

*Vietnam.* Institute of sinology opened. Certificates in logic and metaphysics and teaching degrees in history and geography and in philosophy introduced. The architecture course extended by one year.

*Yugoslavia.* The federal assembly has adopted the new general law on higher education which makes a large number of innovations. Duration of studies reduced to 4 years in the engineering, agricultural and forestry faculties and to 5 years in medical faculties. Higher education at present going through a period of large-scale expansion.



## TEACHING STAFF

## SHORTAGE OF TEACHERS

(1) *Evolution of the situation.* As in previous years, the reports on educational developments in 1959-1960 reflect the disproportion between the number of teaching staff required and the supply available. A more optimistic note is, however, struck by the reports from the Netherlands and Morocco (primary education), England and Wales (secondary and technical education) and Switzerland (secondary teachers of literary subjects).

(2) *Steps to combat the shortage.* As well as statements on the shortage, the reports this year give information on the efforts made to defeat its worst effects: information on the teaching profession (German Federal Republic), increased facilities for training in teacher training schools (Austria, El Salvador, France), transfer of administrative staff to teaching (Iran), improvement of conditions of service (several countries), etc.

*Comparative Table*

*Austria.* Additional 5th grade classes opened at teacher training schools for graduates of general secondary schools in order to remove the shortage of primary school teachers.

*Denmark.* Various measures still being taken to combat the shortage of primary and secondary teachers.

*El Salvador.* An eight-year plan provides for the training of 12,000 primary teachers to solve the problem created by the increase in the school population.

*France.* Plan in operation to increase the number of places in teacher training schools. Emergency measures still being taken to meet the shortage of teachers in primary, secondary and technical education.

*German Federal Republic.* The shortage of primary teachers continues, especially where the ninth primary year is to be introduced. In Bavaria, top classes in senior secondary schools are given talks on the teaching profession.

*Iceland.* Committee appointed to investigate remedies for the shortage of teachers.

*Iran.* Use of qualified persons who are given special pedagogical training.

*Kuwait.* Shortage of teachers still exists; only 5% of the teaching staff are Kuwaitis.

*Libya.* The shortage of teachers puts a break on educational expansion, particularly in secondary and vocational education.

*Morocco.* Successful campaign to recruit primary teachers abroad. The shortage is still acute at secondary level.

*Netherlands.* The shortage of primary teachers will soon be over. A new law contains measures to meet the need for teachers in advanced primary education.

*New Zealand.* The shortage of secondary school teachers persists particularly for mathematics, science, physical education and homecraft.

*Norway.* Measures taken to meet the need for general secondary school teachers.

*Sweden.* To meet the shortage of mathematics, physics and chemistry teachers at secondary level the salary scales of certain categories of auxiliary teachers have been modified.



*Switzerland.* Steps continue to be taken to meet the teacher shortage. An improvement in the supply of secondary school teachers of literary subjects, but difficulties in the supply of mathematics and physics teachers.

*Thailand.* Shortage particularly acute in secondary classes.

*United Kingdom.* England and Wales: Continuing shortage of primary teachers largely due to maldistribution of staff between areas. Supply of secondary and technical teachers has, however, improved. Scotland: Shortage most acute for specialist teachers in secondary schools.

## TRAINING

(1) *General impression.* As in the case of the other types of education, we have considered teacher training both from the point of view of structure and organization and from that of curricula and syllabuses. As regards reforms under the first of these two headings, the trend in favour of establishing new types of training institution, in spite of a slight decrease, continues to outweigh the tendency to reorganize existing systems of training. As regards the revision of curricula and syllabuses, not only has the decrease noted in 1958-1959 disappeared, but this trend is seen to be one of the most active, since it has increased by six.

(2) *Structural and organizational reforms.* Under this heading are included changes concerning: (a) the reorganization of training for a given category of teachers and the transfer of training establishments from one level to another; (b) the introduction of new types of training establishment; and (c) changes in the length of courses.

(a) Thirteen countries, representing 17% of the reports received, instead of ten in 1958-1959 have been concerned with the *reorganization of their teacher training system*: Afghanistan, Belgium, Brazil, Bulgaria, Czechoslovakia, German Federal Republic, Iran, Libya, Luxembourg, Norway, Switzerland, United Kingdom (Scotland) and Yugoslavia.

(b) The trend in favour of the *introduction of new types of training establishment* has remained almost stationary, with one country fewer. Eighteen countries are concerned (23%): Afghanistan, Austria, Cambodia, Canada, Ceylon, El Salvador, Finland, German Federal Republic, Ghana, Guatemala, Iran, Japan, Laos, Pakistan, Peru, Rumania, Saudi Arabia and Thailand. In Australia (Victoria), on the other hand, the one-year training course for primary teachers was discontinued.

(c) The trend towards the *lengthening of courses* has gained a point and now affects seven countries (9%) instead of six: Colombia, Ecuador, Ethiopia, German Federal Republic, Hungary, Rumania and the United Arab Republic. One country, Liberia, has followed the opposite trend by shortening the course for elementary teachers.

(3) *Curriculum and syllabus reform.* In this field there is a definite tendency to rise, since the number of countries which have prepared or accomplished the revision of curricula and syllabuses amounts to twenty (26% of the total) against fourteen last year: Argentina, Austria, Bulgaria, Dominican Republic, Ecuador, Ethiopia, India, Iraq, Israel, Morocco, Philippines, Poland, Saudi Arabia, Spain, Tunisia, Ukraine, Union of Burma, USSR, United Arab Republic, and Yugoslavia.



*Comparative Table*

*Afghanistan.* All pupils satisfactorily completing the lower secondary school may enter teacher training schools without examination. At the Kabul teacher training institute the course has been made as long as that for a degree. Teacher training courses for secondary school teachers introduced in the faculty of arts and the faculty of science of the University of Kabul.

*Argentina.* Teaching practice for future teachers intensified.

*Australia.* In Victoria, the one-year course for the primary teaching certificate was discontinued. In Queensland, the temporary course at the teachers' college for those holding the junior public examination certificate was abandoned.

*Austria.* Work continued on the revision of examination regulations in training schools. Foundations laid for the pedagogical training of technical and trade school teachers. Seminars held on practical secondary school teaching.

*Belgium.* The reform of teacher training enters its final stage.

*Brazil.* Teacher training reorganized in the state of Goias. For the first time, primary teachers are to be trained in university level establishments.

*Bulgaria.* From 1960-1961 on, kindergarten and primary teachers to be trained in teachers' institutes providing a three-year course after the secondary school. New curricula worked out for training schools.

*Cambodia.* The new faculties of arts and of science at the Royal Khmer University will train Khmer upper secondary teachers and staff for higher education.

*Canada.* New two-year course introduced at the New Brunswick teachers' college to prepare students for secondary school teaching.

*Ceylon.* Measures taken for the training of science teachers for junior schools. Plans completed for two new establishments for the training of science teachers.

*Colombia.* Efforts to extend all teacher training school courses from 4 to 6 years.

*Czechoslovakia.* From 1959-1960 onwards, primary teacher training given in higher level pedagogical institutes; secondary school teachers trained exclusively in universities.

*Dominican Republic.* Curriculum content in training schools strengthened.

*Ecuador.* The seminar on teacher training recommended the unification of the length of studies (6 years) and of curricula and syllabuses for urban and rural teacher training schools. Rural sociology and economics introduced in the rural training school curriculum.

*El Salvador.* Evening training schools opened. Plan to set up an institute for the in-service pedagogical training of unqualified teachers.

*Ethiopia.* New programme of studies for elementary school teachers to be tried out next year. Training course for community teachers extended from 1 to 2 years.

*Finland.* Regulations issued for the training of civic school teachers and elementary boarding school staff. Additional one-year course trains elementary teachers to give instruction in one special subject in primary schools with at least six teachers. The private training school for domestic science teachers in Helsinki has become a State school.

*German Federal Republic.* The reorganization of teacher training has been considered in Baden-Württemberg, Bavaria and Hesse. In Bavaria, primary teacher training has been extended from 2 to 2½ years, until it can be made a three-year course. The *Länder* are trying to improve the training



of teachers in civics and contemporary history. Berlin has established a seminar for vocational school teachers. The Saarland has reorganized the training of vocational teachers.

*Ghana.* Organization of technical teacher training courses.

*Guatemala.* Training schools for specialist teachers of music and of physical education.

*Hungary.* The training of secondary school teachers extended from 4 to 5 years, the last year being devoted to practical training in schools. The course in the teacher training school raised from 3 to 4 years.

*India.* New programme of technical teacher training.

*Iran.* New one-year course for candidates for primary teaching who hold the secondary school certificate. Training classes held for kindergarten teachers.

*Iraq.* New courses in primary teacher training schools and in emergency training centres.

*Ireland.* Expansion of training facilities for lay teachers.

*Israel.* Syllabuses issued for teachers' training colleges and kindergartens, and for the examinations for serving teachers wishing to become qualified.

*Japan.* New one-year or half-year training course for special school teachers established in five national universities in 1960-1961.

*Laos.* Division for training English-speaking Laotian teachers set up at the national education centre.

*Liberia.* To improve the supply of teachers, it has been decided that in future elementary school teachers will receive only two years' college training.

*Libya.* Rural teacher training to be differentiated from urban teacher training.

*Luxembourg.* Bill laid before parliament on the training of vocational school teachers. Training conditions for commercial science teachers modified.

*Morocco.* "Arabization" of teacher training in progress.

*Norway.* New plan for the training of vocational school teachers submitted to the Ministry.

*Pakistan.* Courses held for the training of teachers in adult education.

*Peru.* Pedagogical training course organized for auxiliary secondary school teachers. Establishment of a national institute for specialization in infant teaching.

*Philippines.* New teacher education curriculum introduced. Post-graduate courses for the master's degree in education now available.

*Poland.* New curricula and syllabuses drawn up for teacher training establishments.

*Rumania.* Five three-year institutes set up to train teachers in two subjects. Teaching practice extended to two years in faculties which train teachers.

*Saudi Arabia.* Regulations issued for secondary level teacher training schools preparing candidates for work in intermediate schools. Two technical institutes to be set up to train teachers for intermediate industrial schools.

*Spain.* New instructions introduced in primary teacher training schools for the teaching of physics and chemistry, natural history, agriculture and chemistry.

*Switzerland.* Many cantons have taken steps concerning the training of primary and secondary teachers.

*Thailand.* Organization of a seminar for a new category of teachers: monks with academic qualifications.



*Tunisia.* Certificated teachers from the senior training college must do one year's pedagogical training.

*Ukraine.* New curricula for pedagogical institutes now in force.

*Union of Burma.* Curriculum of the faculty of education at the University of Rangoon modified.

*USSR.* The new curricula and syllabuses for teacher training institutes introduced as a result of the education reform provide for study of the new subjects and allow more time for teaching practice.

*United Arab Republic.* Primary teacher training course extended from 3 to 4 years. Training school syllabuses revised.

*United Kingdom.* Scotland: The new teacher training system has come into force. Regulations concerning the training of specialist teachers modified.

*Yugoslavia.* Federal authorities have drafted general principles for teacher training establishments, providing for the progressive introduction of training at higher level for all teachers. Revision of the curriculum and syllabuses for teacher training schools in Serbia. In Croatia, pedagogical academies are being founded instead of teacher training schools.

### CONDITIONS OF SERVICE

(1) *Increases in salaries.* The trend in favour of increases in the remuneration of teachers, which in 1958-1959 affected twenty-seven of the countries studied (35%) has receded in 1959-1960 to the same level as in 1957-1958 and concerns only nineteen of these countries (25%). These are: Afghanistan, Bulgaria, Ecuador, Ethiopia, India, Iran, Ireland, Japan, Libya, Netherlands, Panama, Rumania, Spain, Switzerland, Ukraine, Union of Burma, United Kingdom, West Indies and Yugoslavia.

(2) *Social welfare.* There is a strong tendency to increase as regards improvements in pensions, leave of absence, health insurance, etc. Eight countries (10%) instead of three in 1958-1959: Belgium, Canada, Israel, Norway, Pakistan, Sierra Leone, United Kingdom and Venezuela.

(3) *Special advantages.* Steps taken to encourage teachers are reported from El Salvador and from Spain.

### Comparative Table

*Afghanistan.* Special grant made to university lecturers.

*Argentina.* The new teachers' statute gives teaching staff guarantees and advantages as regards the right to stability of employment, free professional association, leave for studies, etc.

*Belgium.* Certain medical benefits granted to teaching staff.

*Bulgaria.* Salaries for all categories of teachers to be increased by 15% as from 1960-1961.

*Canada.* Improvement in pensions in the province of Quebec.

*Cuba.* Specialized primary teachers' posts converted into general teachers' posts. Successful candidates for primary teaching have given up half their salaries to enable 10,000 rural classes to be opened instead of the 5,000 originally planned.

*Ecuador.* Allocation of 200 sucres made to teaching staff. Plans to increase teachers' basic salaries.

*El Salvador.* Several measures to encourage teachers who have proved outstanding in their work.



*Ethiopia.* Success in a special examination taken at the end of the teacher training course confers certain salary advantages.

*German Federal Republic.* In North Rhine-Westphalia, primary teachers transferred from the jurisdiction of local authorities to the *Land* administration.

*Honduras.* Full-time teachers appointed in secondary schools for the first time.

*India.* National minimum salary adopted during the second five-year plan period.

*Iran.* Salary increases for qualified elementary and graduate secondary school teachers.

*Ireland.* Increase in teachers' salaries to meet the increased cost of living.

*Israel.* New regulations published on pension rights for women teachers who resign after childbirth, on "rest vacation" for teachers, on retirement pensions and on the payment of school fees for teachers' children.

*Japan.* Allowances for teachers in isolated areas or in one-teacher schools have been increased by 34%.

*Libya.* Salary increases under consideration.

*Luxembourg.* A bill before parliament aims at fixing standardized conditions for the appointment and remuneration of teachers in vocational education establishments.

*Netherlands.* Proposals for revising the salaries of teachers in secondary, pre-university, secondary technical and teacher education. Salaries for teachers with certain diplomas increased.

*Norway.* Teachers now paid during illness under the same regulations as civil servants.

*Pakistan.* The government of West Pakistan has taken steps in favour of teachers' rights in respect of leave, pensions and travel allowances.

*Panama.* Nearly 50% of teachers received salary increases.

*Rumania.* Teachers' salaries increased by an average of 24%. Staff in general, pedagogical and vocational schools were classified in three grades.

*Sierra Leone.* Improvement in teachers' retirement pensions.

*Spain.* Average increase of 27% in the salaries of 90% of primary teachers. Award of five-yearly increments; improved regulations on social assistance to teachers; adequate financial compensation for university staff devoting themselves entirely to teaching.

*Switzerland.* Salary increases in Zurich, Bern, Aargau, Valais and St. Gallen.

*Ukraine.* Teachers' salaries increased.

*Union of Burma.* Special allowances for teachers with university degrees and professional training.

*United Kingdom.* England and Wales: The Minister has required local authorities to introduce the new salary rates from October, 1959. Retirement pensions may be increased. Northern Ireland: Steps taken to improve the salaries of certain categories of teacher. Improvements made in the pensions scheme.

*Venezuela.* Social welfare measures taken in favour of teachers.

*West Indies.* General revision of salaries (Trinidad) and conditions of service regulated as for civil servants.

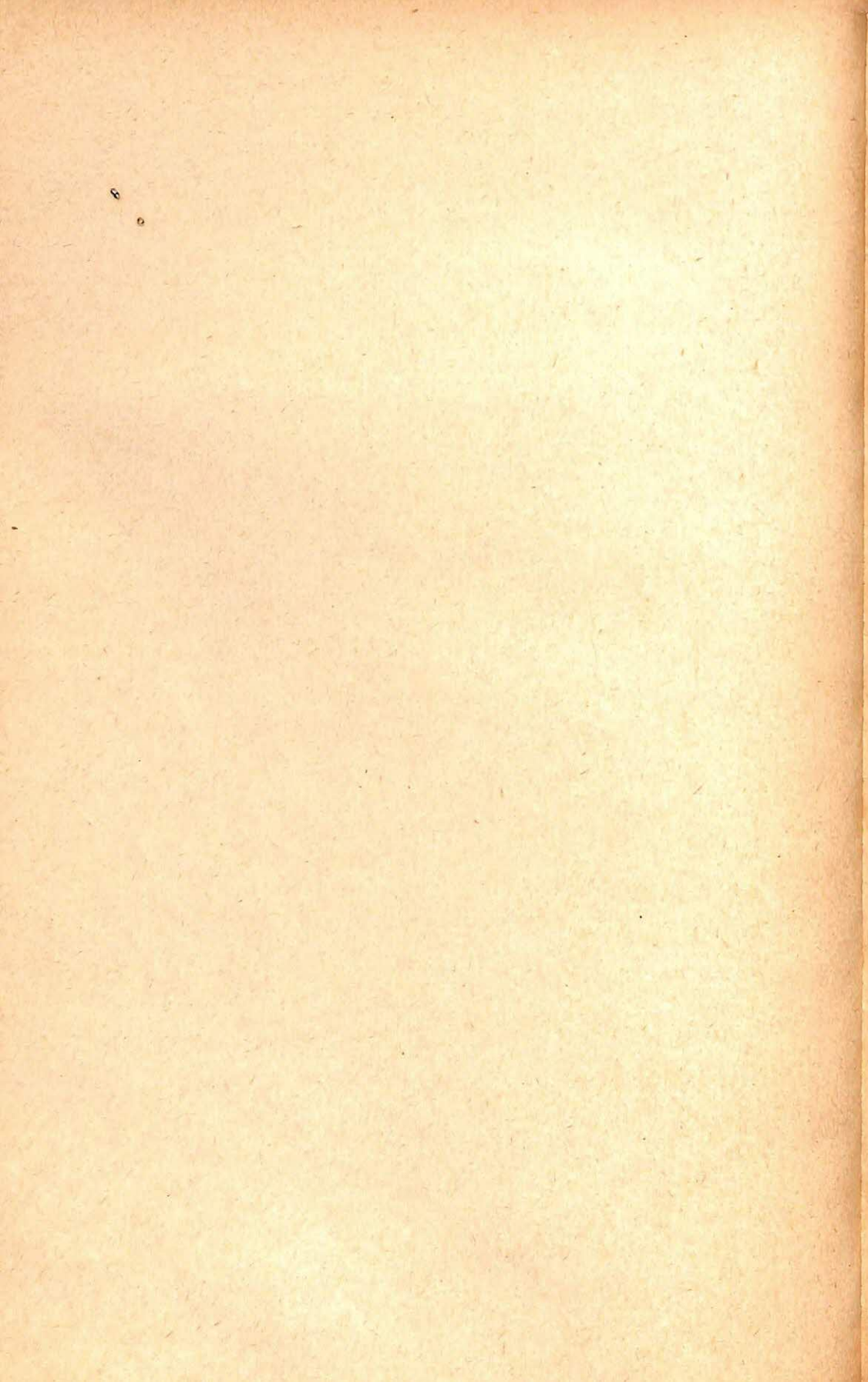
*Yugoslavia.* Special allowance for staff who teach certain subjects in vocational schools. Part-time teachers' salaries in higher schools have been doubled.



**Educational Developments  
in 77 Countries**

**National Reports**







# AFGHANISTAN

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

*Finance — Primary Education — Secondary Education — Vocational Education — University Education — Teacher Training — Textbooks and School Equipment — Relations with Other Countries*

**Finance** In 1959-1960, the budget of the Ministry of National Education totalled 189,647,817 afghanis (134,627,316 in 1958-1959) and the budget of the University of Kabul reached 70,212,435 afghanis (46,387,343 in 1958-1959). Expenditure therefore amounted to a total of 259,860,252 afghanis as compared with 181,016,659 in 1958-1959, i.e. an increase of 43.5%.

**Primary Education** The government has allocated a larger budget than in previous years to the primary education department. This has enabled the number of primary schools, courses for adults, and village schools (one-teacher schools with a three-year course) to be increased.

A special effort has been made this year to open schools for girls.

The teaching of practical subjects has been developed and stress has been laid on manual activity and crafts, particularly agriculture, carpentry, carpet-making and knitting.

Textbooks corresponding to these courses have been worked out and published during the year.

**Secondary Education** In secondary education, as in primary education, efforts have been made to carry out the directives of the five-year plan. As far as possible an attempt has been made to meet the demand for continuation courses attached to primary schools; these courses are equivalent to lower secondary education.

In view of the scattered nature of the population, boarding schools have been set up in the main centres to enable a larger number of children to attend continuation courses.

Taking into account the changing role of women in society, the Ministry of National Education has tried to improve the preparation of girls for the new part they will have to play by introducing courses in typing and art and extending courses in handicrafts. The Ministry is studying these experiments in view of modifications to be made in education for girls.

**Vocational Education** The efforts of the vocational education department have been concentrated in particular on: (a) increasing the number of pupils in technical and vocational schools; (b) developing the number of workshops and increasing facilities in these workshops.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. M. AKRAM, Delegate of the Government of Afghanistan.



These results have been made possible by means of an additional State grant, by the help of international organizations (Unesco) and assistance from friendly countries.

Vocational courses for girls have been introduced in some secondary schools. A new type of women's vocational school has been inaugurated.

#### **University Education**

During the past year the University of Kabul has registered an increase in the number of students over the preceding year. The central administration services have been extended. Some faculties had already tried the experiment of dividing the academic year into two semesters. As the result was satisfactory, particularly in faculties which exchange lecturers with other faculties, such as those of science and medicine, this division into two semesters has been introduced generally.

At the Kabul teacher training institute the course has been made as long as that for a degree. The diploma awarded is equivalent to the American M.A.

In the faculty of science and the faculty of arts, teacher training courses have been introduced as part of the ordinary course of study, since these two faculties have to turn out a large number of secondary school teachers.

A new faculty has been opened, that of pharmacy; its course will supplement that given in the faculty of medicine.

In order to attract to or retain in the university Afghan lecturers, who are in great demand in the private sector owing to their qualifications, parliament has voted a special grant to improve substantially the financial situation of teachers in higher education.

The increase in the number of students and the need to augment the number of courses in the various faculties has entailed an increase in the number of teaching staff. Under a university exchange programme with different friendly countries, several lecturers from foreign universities have already come or will shortly come to teach for periods of 3 or 6 months in Kabul University.

During the month of May, the first stone of the new Kabul University was laid. This large-scale project has been achieved through the grant of a considerable allocation from the Afghan government, supplemented by a gift from the United States International Cooperation Administration. Six buildings will be erected, to house the new university library, the university city for 800 students, the faculty of arts, the faculty of science, the faculty of engineering and a gymnasium for sports, which has been made possible by the assistance of the Asia Foundation.

#### **Teacher Training**

Facilities have been granted for admission to teacher training schools. Any pupil who completes satisfactorily the lower secondary school stage is authorized to enter the training school without examination. Moreover, the percentage of vocational school pupils who go on to teacher training schools has increased.

All pupils receive free board.

Efforts have also been made to raise the standards of teachers in service. Courses have been held during the vacation at the faculty of science and at the institute of education. The number of participants shows a marked increase over previous years.



In order to increase the prestige of the teaching profession "Teachers' Day" was introduced two years ago. To enhance this day, His Majesty the King sent a personal message to the teaching staff and received a delegation of teachers from all the provinces. Honorary distinctions were conferred on teachers who have shown themselves particularly outstanding by their competence or their devotion to duty.

**Textbooks and School Equipment**

Textbooks and equipment (exercise books, pencils, etc.) are supplied to pupils free of charge. An order amounting to more than double last year's has been placed with various foreign countries for this equipment.

The textbook problem has not yet been solved satisfactorily. On the one hand the number of pupils has increased in proportions which exceed the estimations made, and on the other, the printers in the country have not been able to provide the required number of textbooks needed by Afghan schools at the right time. Three million volumes have therefore had to be printed abroad. This figure is about half the number needed by the schools. Appeals have been made to international bodies for assistance in solving this problem which is so important for the educational future of Afghanistan.

**Relations with Other Countries**

At the invitation of Germany, England, Iraq, the USSR, and the United States, several groups of Afghan educators, representatives of the Ministry of National Education and of the University of Kabul have been able to visit cultural and university institutions in these countries.

In order to develop further the cultural and university relations already existing between Turkey and Afghanistan, a new cultural agreement was signed last November between the government of the Turkish Republic and the government of the Kingdom of Afghanistan.



# ALBANIA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — Budget — School Building — QUANTITATIVE DEVELOPMENT — Number of Pupils and Teachers — ORGANIZATION — New Courses — Access of Girls to Education — CURRICULA, SYLLABUSES AND METHODS — Examinations — AUXILIARY SERVICES — Youth Movements

### ADMINISTRATION

#### Budget

The budget of the Ministry of Education for 1960 is 2,814,120,000 leks, which is an increase of 345,280,000 leks (14%) over 1959. In 1959, the national authorities spent 1,282,926,000 leks on education and the local authorities 1,188,914,000 leks.

#### School Building

During the 1959-1960 school year, the Ministry of Education and Culture adopted a series of measures to meet the need for school buildings. In 1959, 15 school buildings were erected, comprising 266 classrooms against 210 in 1958, i.e. an increase of 26.6%.

In addition, business firms and economic organizations which sponsor schools made a valuable contribution to the provision of new school buildings and to the enlargement and replacement of existing ones. They built 125 new schools comprising over 400 classrooms.

### QUANTITATIVE DEVELOPMENT

#### Number of Pupils and Teachers

In 1959, 73 schools were opened in urban centres. To extend the network of seven-year schools (lower secondary stage) still more, 73 others were opened in outlying areas.

The following statistics show the number of pupils and teachers at the different levels of education in 1958-1959 and 1959-1960. These figures do not include pupils in lower vocational schools and in evening schools of all types, nor those studying by correspondence.

	Pupils			Teachers		
	1958-1959	1959-1960	Increase %	1958-1959	1959-1960	Increase %
Pre-primary education.	19,534	21,630	+ 10.6	818	926	+ 13.3
Primary education . . .	166,824	174,332	+ 4.8	4,791	5,074	+ 5.7
Secondary education . .	49,899	57,157	+ 14.5	2,670	2,811	+ 5.3
Technical and vocational education. . . .	4,078	4,353	+ 6.8	273	296	+ 8.3
Teacher training . . . .	2,543	3,117	+ 22.7	124	164	+ 32.2
Two-year pedagogical institute . . . . .	309	369	+ 19.4	12	13	+ 8.3
Higher education . . . .	2,160	2,454	+ 13.4	244	284	+ 16.3

<sup>1</sup> From the report sent by the Ministry of Education and Culture of Albania.



## ORGANIZATION

**New Courses** In 1959-1960 the first higher institute of figurative art was set up, in order to train painters and sculptors who formerly went abroad to take their diploma.

**Access of Girls to Education** To facilitate the access of women to education, the scholarships awarded by the State to pupils in seven-year schools are to be reserved mainly for girls. Similarly, 40% of the scholarships available for studying in secondary level teacher training schools are also to be reserved for women students.

A larger number of girls attend and will attend technical and vocational schools, secondary schools and higher education establishments.

## CURRICULA, SYLLABUSES AND METHODS

**Examinations** In order to avoid overtaxing pupils, yearly examinations have been abolished for classes V, VI, VIII and X in general and vocational schools, so that the only examinations retained are the certificate examinations in classes IV and VIII and the school leaving examination in secondary schools.

## AUXILIARY SERVICES

**Youth Movements** In the little pioneer organization, « groups of the brave » have been formed for children aged 7 to 10 years attending the first three primary classes. These groups are divided into small units called « stars ». At the head of each unit is a leader chosen among the little pioneers.

« Pioneer and youth work councils » have been set up at the central committee of the Albanian union of working youth and at the provincial youth committees; these councils are composed of teachers, educators, writers, artists, sportsmen, party workers, etc.



# ARGENTINA

## EDUCATIONAL DEVELOPMENTS IN 1959 <sup>1</sup>

ADMINISTRATION — *New Departments* — *Inspection* — *Finance* — *School Building* — QUANTITATIVE DEVELOPMENT — *Primary Education* — *Secondary Education* — *Higher Education* — *Number of Pupils and Teachers* — ORGANIZATION — *Secondary Schools* — *University Education* — CURRICULA, SYLLABUSES AND METHODS — *Preparation for Reform* — *Physical Education* — *University Education* — TEACHING STAFF — *Further Training* — *Conditions of Service* — AUXILIARY SERVICES — *School Radio and Cinema* — *Pupils' Health* — *University Social Assistance*

### ADMINISTRATION

#### New Departments

Until 1958, the inspection of secondary schools, both official and registered private schools, was the responsibility of the general department of secondary, normal, special and higher education, the general department of technical education, the national commission of vocational guidance and training, and the national department of art education, according to the type of school. By a decree dated 23rd June, 1959, the action of these general departments was restricted to official establishments, entrusting the inspection of registered private schools to the new general department of private education, especially created for this purpose.

Law No. 15240 of 15th November, 1959, set up the national council of technical education. In this body, which though placed under the Ministry of Education and Justice will be self-governing, have been merged the general department of technical education and the national commission of vocational guidance and training.

By a decree of 12th September, 1958, the general department of physical education was created within the Ministry of Education and Justice; its responsibilities are "organizing, directing and supervising physical education in all schools under the general department of secondary, normal, special and higher education and the national council of technical education". Under it are the national higher institutes of physical education, for the training of physical educators, and the centres of physical education offering adequate installations for schools lacking special facilities for physical education.

#### Inspection

General inspection under the general department of secondary, normal, special and higher education, which until 1959 was centralized in the federal capital, will work as from this year through sectional inspectors in each zone of the interior of the Republic.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. F. A. SALONIA, Delegate of the Government of Argentina.



**Finance**

The budget of the national council of education totalled 4,910,243,961 Argentine pesos. The budget for secondary and higher education (obligations discharged during the period 1958-1959 in connection with the different education services in charge of the general department of the Ministry) totalled 4,223,964,685 pesos.

The budget for higher and university education was increased by 1,498,498,245 pesos making a total for 1958-1959 of 3,611,867,611 pesos.

**School Building**

The national council of education (primary schools) contracted the construction of 16 new schools and a further 112 under agreements with provincial governments; the repair of 183 and 212 school buildings in the capital and in the provinces respectively was undertaken. The council has invested a total of 278,080,226 pesos.

A plan has been drawn up for the provision of buildings for secondary and higher schools. In 1959, the permanent commission for university buildings was dissolved by decree No. 998 and its functions transferred to the Ministry's department of architecture. The decree further authorized the Ministry to agree with each national university and other autonomous entities within its jurisdiction on the régime for their respective buildings, subject to the legal dispositions in force.

A sum of 70 million pesos has been allocated for the maintenance and repair of school buildings for secondary education. The budget for university buildings totalled 43,600,000 pesos.

In 1959, the University of Buenos Aires invited the presentation of projects for a university city, and started on the construction of a new building for the faculty of exact and natural sciences.

**QUANTITATIVE DEVELOPMENT****Primary Education**

During the school year 1959 the national council of education set up 13 new schools and numerous new classes in existing schools.

**Secondary Education**

During 1959, 78 secondary schools were established, distributed as follows: 29 national colleges, 24 teacher training schools, 1 training school for rural teachers, 22 national commercial schools, and 2 schools of fine art. Furthermore, 131 new divisions were opened in existing official secondary schools, as well as 43 new primary classes in the primary demonstration schools attached to teacher training schools.

**Higher Education**

As a result of the creation of new schools, the growth of the student population made it necessary to consider the creation of new higher institutes for the training of teachers.

In 1960, the following new institutes started their activities: 5 national institutes for training secondary school teachers, 1 for technical teachers and 1 for teachers of physical education; another institute for teachers of fine art is in the planning stage.

At the University of Buenos Aires the task of organizing the school of public health was continued, with the creation of the university school of nurses and the organization of the centre of psychopathology. The rector was authorized to conclude an agreement with the National University of La Plata and the Southern University for the creation of an oceanography institute in the city of Mar del Plata.



At the National University of La Plata the faculty of architecture was created. The department of university extension is scheduled to start its activities in 1960.

The National University of the Littoral has increased the number of its higher institutes with the establishment in Paranas of the faculty of educational science and the reorganization of the former school of odontology of Rosario as a faculty. It also decided to create in Rosario a school of law, which will start functioning this year under the faculty of economic, commercial and political science. Approval was granted for the creation of an institute in Santa Fé for the training of teachers for the basic cycle in secondary schools. It was decided to give a new orientation to the popular universities functioning under the department of university extension and to organize a department of university pedagogy, including an office of vocational and professional guidance.

The National University of the North-East has set up a faculty of civil engineering.

Private universities were recognized by the national government in 1959 and intensified their activities during this same year. The Argentine Catholic University organized its faculty of musical science and arts, which is scheduled to start courses in 1960; it also reorganized its institute of physics, mathematics and engineering as a faculty and inaugurated its institutes of cultural sciences.

#### Number of Pupils and Teachers

The following table shows provisional statistics for the numbers of pupils and teachers in 1959 in the different types of establishment.

		Pupils		Teachers	
		Boys	Total	Men	Total
Pre-primary	Official . .	25,760	52,277	1	2,750
	Private . .	10,292	22,722	12	837
	Total	36,052	74,999	13	3,587
Primary	Official . .	1,370,732	2,594,669	9,702	109,511
	Private . .	123,802	293,899	1,533	10,750
	Total	1,494,534	2,888,568	11,235	120,261
Intermediate	Official . .	219,178	441,956	22,960	51,720
	Private . .	132,131	333,288	7,089	21,735
	Total	351,309	775,244	30,049	73,455
Higher	Official . .	15,177	27,353	1,263	1,967
	Private . .	548	1,684	144	194
	Total	15,725	29,037	1,407	2,161
University	Official . .	78,599	112,865	4,027	4,437
	Private . .	—	2,140	—	385
	Total	78,599	115,005	4,027	4,822
Grand Totals	Official . .	1,709,446	3,229,120	37,953	170,385
	Private . .	266,773	653,733	8,778	33,901
	Total	1,976,219	3,882,853	46,731	204,286



## ORGANIZATION

**Secondary Schools** Three new types of secondary school were created: the agro-technical school, the bilingual secondary school (in arts or sciences, the basic subjects being taught in a foreign language), and the public health secondary school; the two latter last six years, i.e. one year more than ordinary secondary schools.

**University Education** The universities have adopted important measures in order to restrict access to higher education to the ablest students; to this end they have introduced important reforms in the systems of entrance and promotion. Almost all the university faculties have created preparatory courses where students prepare for the entrance examinations, and the University of Buenos Aires has planned an annual preparatory or pre-university course to supplement secondary studies.

Besides, many faculties have abandoned the system of courses lasting one year in favour of four-month courses.

Undergraduates and graduates have been given participation in the direction of universities.

## CURRICULA, SYLLABUSES AND METHODS

**Preparation for Reform** Desiring that curriculum reform should spring from the aspirations set forth by the teachers themselves, the government organized seminars on education on the local, regional and national levels. The following step is to be the responsibility of a permanent department of educational planning. An expert from Unesco is helping to train specialists in over-all educational planning.

The national council of education, in an endeavour to explore educational preoccupations in the interior of the country with special reference to primary education, organized three large meetings: one in the federal capital, the second in Cordoba and the third in La Plata. These exchanges of ideas had as a result agreements signed with the provincial governments on the uniformity of statistics and on unity of efforts for the elimination of illiteracy and the improvement of school action.

The general departments of education contributed to this task with an important series of studies and educational experiments achieved through the creation of departments of related subjects in secondary education establishments and through the designation of pilot schools for the application of new methods and techniques. Teacher training schools develop practice teaching in primary schools under the national council of education and provincial departments, so that teachers may be formed in the environment where they will later work.

**Physical Education** In 1959, the time assigned to physical education in all schools under the general department of secondary, normal, special and higher education, the national council of technical education and the general department of private education was increased from two to three lessons per week.



**University Education**

The national universities have set up an inter-university commission for secondary education entrusted with the study of problems connected with the activities of secondary education establishments functioning under universities. This commission organizes periodical education seminars.

Almost all faculties have substantially modified their plans of study. In some cases, out-of-date plans have been eliminated and in others the sequence of studies has been changed taking into consideration national and foreign experience in this field.

The University of Buenos Aires has effected a reform of the organization of studies, replacing the single and fixed plan by a flexible plan, whereby a set of obligatory subjects guarantees the essential minimum common basis, and optional subjects render possible a preparatory specialization. This flexible plan requires registration according to subjects and not to years of study. A commission has also been appointed to draw up new courses for the National College of Buenos Aires.

**TEACHING STAFF****Further Training**

The national council of education has started important action in the field of further training for teachers through the Felix Fernando Bernasconi Institute. In 1959, 35 courses were held, with a total enrolment of 2,200 students.

The general department of physical education of the Ministry of Education and Justice carried out an intensive programme for the specialization of teaching staff through: (a) international specialization courses for graduates; (b) national courses; (c) regional courses; (d) brief courses on one speciality; (e) series of lectures; and (f) psycho-pedagogical guidance courses for physical education teachers.

The regional inter-university council organized the "1959 Courses", which were held in Buenos Aires with a broad cultural programme and were attended by numerous students and teachers.

**Conditions of Service**

Improving the social, economic and professional status of teachers was one of the foremost aims of the government in the adoption of the teachers' statute in 1958. The corresponding regulations were adopted and the law put into force in 1959. Teachers now participate in the election and constitution of their classification and discipline boards and enjoy, among other rights, those of stability in their posts, free professional association, leave for specialized studies, etc.

The national council of education has sponsored amendments to these regulations, favouring teachers, on two occasions. The national council of technical education has begun studies for the purpose of amending the teachers' statute in order to adapt it in a rational manner to the needs of technical teachers.

Secondary teachers are granted benefits by the cooperative of the Ministry of Education and Justice (important reductions in cooperative stores on foodstuffs, clothing, home appliances and medicines, etc., hospital services and touring facilities).



## AUXILIARY SERVICES

**School Radio and Cinema** The department of school radio and cinema has exclusive responsibility for organizing, directing and supervising the use of this category of teaching aids. In 1959, the department was responsible for the Argentine Radio school broadcasts, 414 cinema shows, 1,212 film loans and 38 school television broadcasts.

**Pupils' Health** The health of primary and secondary school children was cared for according to medical criteria covering the whole physical and spiritual evolution of the child. Holiday camps and free State restaurants for weak children were organized.

The general department of physical education organized camps for secondary school pupils during the 1958-1959 and 1959-1960 holidays in different parts of the country. It also organized inter-school sports competitions in three stages, local, regional and national, in which 185,000 secondary students participated. In every secondary school there is a club to help in the students' physical, moral and intellectual improvement through sport, cultural and social activities.

**University Social Assistance**

National universities also carry out a social programme. To the restaurants already functioning in other faculties was added the one inaugurated in the faculty of economics. The faculty of agronomy and veterinary medicine extended its medical services. The University of Buenos Aires has increased from 200 to 700 the number of scholarships for university students. Besides, it granted 76 scholarships to graduates and extended 32 granted last year, and also decided to institute 250 scholarships for secondary students at the National College of Buenos Aires and the higher school of commerce.

The National University of La Plata has instituted university tuberculosis insurance for all students registered in its faculties and higher institutes, and has under consideration an over-all health insurance plan for university students. Plans for the location and construction of the residence for students are in progress. New regulations on scholarships were adopted and their benefits were extended to all levels of university life. They total 10 million pesos.

Other universities have also carried out an efficient programme of social services for students and lecturers.



# AUSTRALIA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Administrative Personnel* — *Finance* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Pupils* — *Number of Teachers* — ORGANIZATION — *Higher Education* — CURRICULA, SYLLABUSES AND METHODS — *Syllabus and Method Revision* — *School Radio and Television* — TEACHING STAFF — *Teacher Training* — *Overseas Teachers* — AUXILIARY SERVICES — *Handicapped Children* — *Provisions for Country School Pupils* — *Institute of Technology and Adult Education* — *Australian College of Education* — *International Assistance*

### ADMINISTRATION

**Administrative Personnel** New positions were created within various state education departments to meet expansion of services.

In New South Wales, a north western educational area was established. All New South Wales country schools, with the exception of those in the large Broken Bay inspectorate, are now in one of seven administrative areas each under the control of an area director of education.

In New South Wales the separation of the head office of the technical education department from the administration of Sydney technical college was commenced in the latter half of 1959. A second assistant director of technical education has been appointed.

In Victoria, the position of assistant director of education was created, while the survey and planning branch was enlarged to incorporate three new planning officers to work in the fields of statistics, surveys and teachers' colleges, and to coordinate further the department's planning and development. A third assistant chief inspector of secondary schools was appointed and one additional member was added to the board of secondary inspectors.

In Queensland, there was a further step towards decentralization with the division of the southern region into three regions: the Wide Bay region with headquarters at Maryborough, the Darling Downs region with headquarters at Toowoomba and the southern region with headquarters at Brisbane. These new regions will operate from 1st January, 1960. A new position, senior guidance officer (clinical) was created within the research and guidance branch.

New positions created in 1959 at the headquarters of the South Australian education department were a superintendent of rural schools, to have charge of area and higher primary schools, class VI schools (nearly all one-teacher schools), the correspondence school, "schools of the air", and subsidized schools; a superintendent of recruiting and training of

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. W. H. FREDERICK and Mr. A. J. BOYLEN, Delegates of the Government of Australia.



teachers; and an additional assistant superintendent of primary schools to have charge of the infant schools. Two additional inspectors of schools were appointed.

In Western Australia, a special services division was established, covering research and curriculum, guidance, handicapped children and in-service training.

The administrative structure of the Tasmanian education department was modified by the appointment of two staff superintendents and a senior superintendent (administration).

#### Finance

Expenditure on government education in the various states for the financial year 1958-1959 showed an increase over the 1957-1958 figures. Although the figures should be compared with caution, the total expenditure is shown to have risen to £142,248,000 in 1958-1959, as against £124,387,000 the previous year, i.e. an increase of 14.37%.

The following table shows expenditure on education during 1958-1959 by Australian state governments as compared with the total state budget, expressed in thousands of pounds.

<i>Expenditure from Consolidated Revenue Funds</i>	Educational Expenditure	Total Expenditure
New South Wales . . . . .	43,980	146,411
Victoria . . . . .	28,903	153,796
Queensland . . . . .	13,945	100,198
South Australia . . . . .	10,925	73,707
Western Australia . . . . .	8,186	61,753
Tasmania . . . . .	4,609	22,759
Total . . . . .	110,548	558,624
<i>Expenditure from Loan Funds</i>		
New South Wales . . . . .	11,494	60,052
Victoria . . . . .	9,210	47,039
Queensland . . . . .	3,868	26,531
South Australia . . . . .	3,489	27,967
Western Australia . . . . .	1,655 (1957-1958)	18,367
Tasmania . . . . .	1,984	13,743
Total . . . . .	31,700	193,699

#### School Building

The state education departments and the non-government education authorities continued to pursue vigorous building programmes.

In New South Wales some 1,560 classrooms were completed during the year for the state department of education. This represents an increase of 17.9% on the figures for the previous year. Several new college buildings were also completed for the New South Wales department of technical education, and work was commenced on the conversion of buildings at several centres.

In Victoria, during the financial year ended 30th June, 1959, 682 classrooms were constructed.



In Queensland, during the financial year 1958-1959, 16 new primary schools were completed or were under construction, 320 new classrooms were added to primary schools and 163 new rooms were added to secondary schools. Six new high schools and 6 new secondary departments were opened at the beginning of 1959.

In South Australia, expenditure on school buildings for the year totalled £4,348,207.

In Western Australia, 193 classrooms were built in 1959.

In Tasmania, additional land was purchased for 12 different schools, new schools were built in 10 centres, new classrooms were added in 20 schools and home arts blocks were built in 7 schools.

### QUANTITATIVE DEVELOPMENT

#### Number of Pupils

The following table sets out the total school enrolments (in thousands) in the various states in 1959, and the percentage increase over the previous year.

	Government Schools	Increase %	Non-Government Schools	Increase %
New South Wales . . . . .	580	3.3	189	3.7
Victoria . . . . .	404	5	155	4
Queensland . . . . .	233	4	67	4.2
South Australia . . . . .	162	5.2	33*	5.6
Western Australia . . . . .	116	4.5	35*	3.4
Tasmania . . . . .	62	2.4	12*	4.8

\* 1958 figures.

#### Number of Teachers

The numbers of teachers employed in government schools in 1959 for the various states were as follows:

New South Wales . . . . .	20,800
Victoria . . . . .	21,700 (including 4,523 trainees)
Queensland . . . . .	7,800
South Australia . . . . .	5,200 (1958)
Western Australia . . . . .	4,400
Tasmania . . . . .	2,700

The number of teachers employed in government schools in Australia during 1959 increased by approximately 8% over the preceding year.

### ORGANIZATION

#### Higher Education

Significant changes occurred in the organization of higher education during the year.

The association of Canberra University College and the Australian National University from the beginning of 1961 was announced during the year. There is to be one over-all governing body, one series of degrees and, as far as possible, common administration. Meanwhile, in Victoria, it is anticipated that the first students at Monash University will be enrolled in 1961.

Further recommendations of the committee on Australian universities were adopted by the Commonwealth government. One was the establishment of an Australian universities commission to advise the government



on university development. The body previously known as the universities commission was re-named the Commonwealth scholarships board. Another recommendation was that a scheme of post-graduate awards be established. During the year the Commonwealth government made available one hundred such awards, with the object of strengthening the post-graduate schools in Australian universities and encouraging the demand for post-graduate training. The full number of awards was granted in 1959 and a further one hundred awards will be offered in 1960.

### CURRICULA, SYLLABUSES AND METHODS

#### **Syllabus and Method Revision**

In New South Wales a complete restatement of the aims of primary education was published. Provision was made for the development of special interests and subject-time allocations were varied to allow for additional time per week to be made available for art, craft, music, natural science, physical education or extra-curricular activities. Revision of the course in social studies was completed, a review of the handwriting section was continued, the course in music was brought under review and a committee to revise the course in spelling was established.

In Victoria, revised courses in social studies and sheet-metal work for primary schools were introduced at the commencement of the school year. Planning was completed of a new handwriting style to be introduced into Victorian schools.

In Queensland a new system of teaching reading was introduced into grade I along with a new series of readers, reading readiness book and a teachers' manual. From 1959, school papers were issued to children in state primary schools free of cost.

In the boys' technical high schools of South Australia, special attention was given to providing a greater range of courses to meet the varying interests, abilities and aptitudes of pupils. Special courses in English, general mathematics and elementary science were designed for those boys whose interests do not lie with academic subjects. Revised courses are also being designed for girls' technical high schools.

In Western Australia there was further development of the secondary schools curriculum and of tests, teaching aids and teaching methods in the field of reading.

In Tasmania the "cord cursive" style of handwriting, a modification of American-Canadian cursive, was introduced into all state primary schools. Important changes in secondary education were brought about by modifications to the two main examinations, the Schools' Board and Matriculation.

#### **School Radio and Television**

The Australian Broadcasting Commission, with the cooperation of the Education Departments, presented during 1959 a wide range of radio programmes for schools. A special series of broadcasts for secondary schools under the title "The Family of Man" was prepared in conjunction with Unesco.

The use of radio in correspondence education was extended for children in remote country areas. The education department of Western Australia launched its first "school of the air" in September 1959, with



studio facilities made available by the royal flying doctor service. Queensland's first school of the air is scheduled to commence in 1960. Schools of the air are already operating in South Australia and New South Wales.

From the beginning of 1959, the Australian Broadcasting Commission provided several types of programmes weekly as an experiment in the presentation of television for schools in Sydney and Melbourne. Arrangements are also in hand for the use of British tele-recordings to widen the scope of the Australian experiments in school television.

### TEACHING STAFF

#### Teacher Training

A total of over 4,700 students were enrolled in the seven teachers' colleges in New South Wales, and some 1,629 trainees entered the teaching service in 1959. In the New South Wales department of technical education the range of teacher training courses available was further extended, including an additional course on educational supervision for senior teachers and head teachers.

In Victoria, the one-year course for the trained primary teacher's certificate was discontinued.

In Queensland, the temporary course at the teachers' college for students qualified only at the junior public examination was abandoned from January, 1959, except in the case of home science students. A pass in the senior public examination again became a minimum academic qualification for admission to the teachers' college.

In Western Australia, there was a stepping-up of the in-service training programme under the special services division.

In Tasmania, 587 students were in training and the majority of these (343) were enrolled at the University of Tasmania where two-year, three-year and four-year courses are offered.

Two new teachers' colleges for the training of primary teachers were established in Victoria.

In Queensland the foundation stone of the new teachers' college building was laid.

#### Overseas Teachers

As a result of a recruitment campaign in the United Kingdom by the Tasmanian department of education, 20 teachers took up duty before the end of the year, and it is expected that about another 45 will commence duty during 1960.

### AUXILIARY SERVICES

#### Handicapped Children

In New South Wales, the sum of £30,000 was provided for a scheme to subsidize voluntary centres caring for mentally handicapped children. In addition £20,000 was provided to assist voluntary organizations in conveying physically and mentally handicapped children to their school centres.

In South Australia, approval was given for travelling allowances to be paid on special vehicles used by handicapped children to travel daily to the four departmental and the six non-departmental special schools of various types for such children. Several teachers nominated



by the department are at present in training in Melbourne for work as speech therapists or as teachers of the deaf.

The provision of special educational opportunities for slow-learning children was considerably expanded in Queensland. Surveys were conducted and planning commenced, leading to the establishment of new or enlarged opportunity schools in three areas.

In Victoria, a senior guidance officer was appointed to test and advise on the educational placement and treatment of physically, mentally or emotionally handicapped children, to undertake pre-vocational guidance of these children and to conduct parent guidance services when required.

**Provisions for Country School Pupils**

In Queensland, in an effort to give more country children the opportunity to attend secondary school but to continue living at home, transport services were further extended. Subsidies were also made payable on the establishment of school children's hostels in country areas.

**Institute of Technology and Adult Education**

By an act of parliament the South Australian School of Mines and Industries has become the South Australian Institute of Technology. The emphasis will now be on technology and the training of technicians. Many of its adult education activities were transferred to the education department, to be carried on by evening classes at the technical high schools of the metropolitan area.

**Australian College of Education**

A conference of over 100 educators from all parts of Australia met during 1959 to found the Australian College of Education. The college hopes to unite all branches of the teaching profession, develop and maintain professional views and standards, devise ways of recognizing outstanding contributions to educational practice and encourage advanced and specialized professional training. The college will consist of members who are recognized leaders in their field, together with a small number of Fellows who have achieved special distinction.

**International Assistance**

As part of its commitments under the Colombo Plan and the United Nations Technical Assistance Programme, Australia recruited experts for service in under-developed countries. Within the framework of the Unesco Major Project for the mutual appreciation of eastern and western cultures, a seminar on "Young People in their Daily Work" was held in New South Wales. There were about 50 participants, half of whom were from Asian countries.

A total of 329 students came to Australia during 1959, under the Colombo Plan technical cooperation scheme and, on the 30th June, 1959, there were 834 Colombo Plan students in the country. Under the Colombo Plan correspondence scheme there were 1,204 Asians studying on 30th June, 1959.

Under the Commonwealth scholarship and fellowship plan, which arose out of the Commonwealth education conference held at Oxford during the year, the Australian government is offering a number of scholarships to men and women students from other parts of the Commonwealth. These scholarships will be mainly for two years' post-graduate study in Australia.



# AUSTRIA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — Finance — Inspection — School Building — QUANTITATIVE DEVELOPMENT — Number of Pupils — ORGANIZATION — Maximum Length of Schooling — Leaving Examination at the "Werkschulheim Felbertal" — Education for Girls in Technical Schools — CURRICULA, SYLLABUSES AND METHODS — Curriculum Revision — Textbooks — TEACHING STAFF — Training and Further Training — Training of Educators for Boarding Schools — AUXILIARY SERVICES — Handicapped Children — Educational and Vocational Guidance — Schools and Adult Education — Extra-Curricular Education — Youth Organizations — Youth Problems — School Exhibition

### ADMINISTRATION

#### Finance

The amount spent on education for 1958 and 1959 is as follows (in schillings):

	Personnel	Material	Total
Financial Report 1958 . .	2,172,349,931	364,007,288	2,536,357,219
Financial Report 1959 . .	2,250,462,633	475,613,954	2,726,076,587
Increase % . . . . .	3.6 %	36.5 %	7.5 %

#### Inspection

The supervision of physical training by qualified experts has now been extended to include also schools of commercial training. A separate inspection department for the subject physical training has been established, covering all the schools in Austria, not only in regard to instruction but also to the securing of the necessary training facilities.

#### School Building

In the school year 1959-1960, for the sector of compulsory education (primary schools, higher primary schools, special and vocational schools) 97 new school buildings were erected in Austria, as compared with 89 in the previous year. These new constructions as well as additions to existing school buildings provided an additional 679 classrooms, compared with 664 in the previous year. Not included in this figure are special classrooms (rooms for physics and chemistry, gymnasiums, etc.) and service rooms (kitchens, administrative offices, etc.). The cost of construction of these new buildings and additions amounted to a total of 308,230,000 schillings.

In the sector of secondary education, the construction of 19 school buildings was started or continued. Six buildings were completed. This resulted in an addition of 116 classrooms, not including special classrooms

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. H. NOWOTNY, Delegate of the Government of Austria.



and service rooms. In the previous year, 162 classrooms were added in this sector. The cost of construction amounted to a total of 77 million schillings.

Completion of construction of several large institutions is expected soon, e.g. for the institute of graphic instruction and research in Vienna, for the technical and industrial museum, in Vienna, for the federal commercial college at Bregenz, and for the higher federal institute of women's occupations in Graz.

### QUANTITATIVE DEVELOPMENT

**Number of Pupils** The following statistics show the number of pupils in Austrian schools in 1958-1959 and 1959-1960.

<i>Schools Maintained from Public Funds</i>	1958/1959	1959/1960	+ %
Kindergartens . . . . .	47,297	48,301	+ 2
Primary schools . . . . .	495,811	499,840	+ 1
Higher primary schools . . . . .	185,510	189,872	+ 2
Special schools . . . . .	20,250	21,011	+ 4
General secondary schools . . . . .	73,038	71,954	- 1
Teacher training schools . . . . .	2,943	3,137	+ 7
Training schools for kindergarten teachers	386	366	- 5
Training schools for teachers of needlework	155	157	+ 1
Vocational schools . . . . .	152,622	147,008	- 4
Technical and industrial schools . . . . .	15,220	15,149	-
Training schools for women's occupations	4,931	4,683	- 5
Commercial colleges . . . . .	2,737	2,658	- 3
Business schools . . . . .	3,120	3,034	- 3
Institutions of higher education . . . . .	32,608	36,110	+11
<b>Total . . . . .</b>	<b>1,036,428</b>	<b>1,043,280</b>	
<i>Schools Maintained from Private Funds</i>			
Kindergartens . . . . .	24,949	26,438	+ 6
Primary schools . . . . .	12,403	11,870	- 4
Higher primary schools . . . . .	10,466	10,733	+ 3
Special schools . . . . .	580	614	+ 6
General secondary schools . . . . .	12,373	13,123	+ 6
Teacher training schools . . . . .	1,703	1,834	+ 8
Training schools for kindergarten teachers	459	557	+21
Training schools for teachers of needlework	134	189	+41
Technical and industrial schools . . . . .	1,370	1,414	+ 3
Training schools for women's occupations	5,418	5,174	- 5
Training schools for social workers . . . . .	121	160	+32
Commercial colleges . . . . .	5,314	5,149	- 3
Business schools . . . . .	8,533	8,198	- 4
<b>Total . . . . .</b>	<b>83,823</b>	<b>85,453</b>	
<b>Grand Total . . . . .</b>	<b>1,120,451</b>	<b>1,128,733</b>	



## ORGANIZATION

**Maximum Length of Schooling**

The duration of study at the various types of schools has, as such, not been affected by change. In general secondary schools, however, ordinance No. 70/1959 provides that a student must now complete the eight-year course of study at a general secondary school in not more than 10 school years. Consequently, a student may not repeat a class more than twice during the course. The total period of 10 years may be extended by one more year (that is, to 11 years) only if such an exception is warranted by extraordinary circumstances (such as illness, social reasons, etc.).

**Leaving Examination at the "Werksschulheim Felbertal"**

Ordinance No. 77 of the Federal Ministry of Education put into effect the regulations governing the leaving examination for the *Werksschulheim* at Felbertal (a residential secondary school with additional vocational training). The aim of this experiment is to combine secondary school education with training in a particular craft. The leaving examination constitutes the regular completion of studies at the *Werksschulheim* and is the condition for the award of the secondary school leaving certificate which, in accordance with present regulations, is the pre-requisite for admission as a regular student to institutions of higher education and for obtaining the respective trade privileges. Only students who have successfully completed the eighth grade of the *Werksschulheim* are allowed to take the leaving examination.

The examination is taken during the ninth school year and is divided into a technical preliminary examination and a main general secondary school (*Realgymnasium*) examination. The technical preliminary examination consists of: (a) a graphic examination paper (under supervision), (b) a practical examination paper (under supervision), and (c) an oral examination. The main examination must comply with the regulations set up for the leaving examination at general secondary schools. The oral part of the technical preliminary examination covers two subjects which may be selected by the candidate from an approved list.

The final leaving certificate contains the designation "*Werksschulheim*, Felbertal, private institution equal in status to the *Realgymnasium* and to a two-year training school for radio mechanics, locksmiths, and carpenters".

**Education for Girls in Technical Schools**

In an effort to further the education of girls, special attention has been focussed on those parts of the curriculum of vocational training schools which are of particular interest to female students. In this connection, one-week seminars in boarding establishments have been organized for girl students of technical and industrial schools with the purpose of supplementing their education, which is mainly geared to the requirements of boy students, by lectures on topics related to education, hygiene, housekeeping, etc.

## CURRICULA, SYLLABUSES AND METHODS

**Curriculum Revision**

The revision of primary school curricula is still under discussion. The main effort is directed at the establishment of a



standard basic curriculum which could be adapted to all types of primary schools and would meet present-day requirements by placing special emphasis on the environmental influences of the pupils.

The drawing up of interim federal curricula for all types of special schools has been initiated. Draft proposals are being prepared by work teams cooperating with the provincial boards of education.

The revision of the interim curricula for primary teacher training schools has been carried on. Agreement has been reached on the revised music syllabus, and work is in progress to bring up to date the syllabuses for art education, handicrafts for boys, needlework for girls, and geography.

The new curriculum for art education will bring about a modern reorientation. Instruction in handicrafts for boys at teacher training schools is being expanded and will also be introduced as an optional subject in teacher training schools for girls. This was necessitated by the fact that teaching is becoming an increasingly female profession. Since needlework for girls as a compulsory subject has been restricted to the first three years at the teacher training school the curriculum has been adjusted accordingly. Needlework is taught by specially trained teachers in primary schools, higher primary schools, and special schools. In this same connection, the optional subject of home economics at teacher training schools for women will be taught from now on in the third instead of in the fifth year.

Since the number of instruction units in geography has been changed, greater stress on civics and national history has become possible. As all the students at teacher training schools enroll in the speech and shorthand courses, formerly optional, these subjects were made compulsory.

On the other hand, it seems advisable to make agriculture an optional subject in teacher training schools owing to existence of special agricultural services and agricultural schools.

In preparation for the intended reorganization of the curricula of general secondary schools, a comparative study of secondary school curricula was initiated during the year under review. This study is a comparison of Austrian secondary school curricula with those of a number of corresponding schools in other countries.

The study is being carried out in two stages. The first stage is the comparison of Austrian curricula with those of one foreign country (bilateral comparison) whereby divergencies as well as conformities in the time-table and in subject matter are noted. Experience has proved that it is best to entrust the work on these comparative studies to those secondary school teachers who have a thorough knowledge of the foreign language as well as teaching experience in the respective country. Mere translations of the curricula do not serve the purpose properly.

The second stage of this comparative study is multilateral comparisons within the sphere of the different subjects. Investigations of this kind can be carried out only by first-rate experts who are familiar with the special problems of the curricula in their branch of study. The results will be published in separate papers for each subject.

So far six bilateral comparisons of time-tables have been completed, concerning Russia, Poland, Sweden, Japan, the Netherlands, and Spain; fifteen more are nearing completion. The results of these investigations will not be published before the autumn of 1960, in order to make it



possible to take into account, if necessary, directives which may result from the discussion of the first item on the agenda of the XXIIIrd International Conference on Public Education (the preparation and issuing of general secondary school curricula).

The new curricula which were established last year for the vocational training schools for women's occupations have now been issued. These curricula will come into force for the first classes in the school year of 1960-1961. In the final curriculum for the independent training schools for mechanical-technical occupations, instruction in the general subjects was reorganized. From now on they will be taught from a practical point of view, i.e. with continuous consideration of the facts and requirements of the vocational environment and practical work. A methodology for their teaching will be published in the near future.

The tendency towards a further specialization of teaching at vocational schools and the consequent installation of modern workshops again dominated the methods of instruction at vocational schools in 1959. Within the federal province of Vienna the following revised curricula have been published: typesetters, electricians, paper-hangers and upholsterers, printers, varnishers, sign-painters, house-painters, bookbinders, ladies' tailors, mechanics, lithographers, etc.

#### Textbooks

In the year under review, 154 new textbooks were approved in accordance with the recommendation No. 48 on primary school textbooks adopted by the XXIIInd International Conference on Public Education.

### TEACHING STAFF

#### Training and Further Training

The shortage of young teachers for primary schools over the entire country was the reason for introducing additional 5th grade classes at teacher training schools (for graduates of general secondary schools).

Approximately 8,000 teachers (i.e. about 25% of the teachers in this category) took part in in-service teacher training.

The preparation of revised regulations for the final examination of teachers for primary schools, higher primary schools and special schools was continued; a new regulation on subject combination for the final examination of higher primary school teachers will soon be issued.

The regulations for the examination of teachers of special trades at technical and trade schools provided the basis for their pedagogical education.

In the field of in-service education for vocational school teachers, the adult training courses held so far were supplemented to an increasing extent by travel grants to these teachers to go abroad on study tours. Progress was made in the training of teachers for physical training in secondary schools by establishing an instructorship at the University of Innsbrück. Each of the three Austrian universities now has an instructor for physical training.

The in-service education of teachers at general secondary schools had as its main topic: "The position of the individual subjects in the educational framework of secondary schools with reference to the



special aims of these schools". This topic was thoroughly discussed by all working teams, composed of teachers of the various subjects in each province.

The entire field of secondary school teacher training is being thoroughly revised at present. The first definite measure is the expansion of the seminars on practical secondary school teaching.

#### **Training of Educators for Boarding Schools**

The Federal Ministry of Education, in establishing the institute of home education in Baden, Lower Austria, has taken into account the increasing demand for educators in boarding schools, homes, youth clubs, etc. At this institute, young men and women are trained to give special guidance and instruction to children and young people between the ages of six and nineteen years in various institutions which aim at complementing or substituting family education. At the beginning of the school year 1960-1961, two residential training courses will be started: a two-year course for male and female candidates whose previous schooling exceeds the period of compulsory education by at least two years, and a one-year course for male and female graduates of secondary schools. The curriculum includes education, child and adolescent psychology, character study, related branches of sociology, remedial pedagogy and psychiatry.

### AUXILIARY SERVICES

#### **Handicapped Children**

To an increasing extent the special schools for physically handicapped children and the sanatorium schools are supplemented by therapeutical institutions for the rehabilitation of the handicapped children. On 17th October, 1959, a large school for physically handicapped children was opened in Vienna; it is at present the most modern school of its kind in Austria.

In these special schools, special emphasis is put on vocational studies, vocational guidance and vocational training. Consequently, the institutes for the deaf and dumb, all educational institutes for socially maladjusted juveniles and a few special schools for physically handicapped children now have their own practising and training workshops. For mentally handicapped juveniles who will not be fully capable of work and of entering upon a career, there are therapeutical courses and occupational facilities. In the institutes for the blind, blind school graduates are trained to be telephone operators and typists in addition to the conventional occupations of the blind.

#### **Educational and Vocational Guidance**

In the year under review, the Federal Ministry of Education published 23 additional booklets in the series "School and Profession", which serves to prepare pupils for their choice of profession and which now includes 159 booklets. The "Austrian Index of Professions and Trades", which is intended for the teacher, was supplemented by an additional 26 leaflets; this series now comprises a total of 236 leaflets. In this context, the vocational study tours through workshops and factories, which form a part of vocational guidance in school, should be mentioned. There were 3,743 visits during the past year.



For the first time, this year psychological tests were used experimentally in the State and private teacher training schools of Upper Austria.

In the majority of the federal provinces, school admission tests are prepared for six-year-olds. In the federal provinces of Salzburg, Tyrol and Vorarlberg, experiments on school admission for ten-year-olds (secondary schools) have been carried out for a number of years. The statistical results have been so good that it is intended to employ the same series in the other federal provinces as well.

#### **Schools and Adult Education**

In recent times, attempts have been made to strengthen the contacts between the schools and various institutions of adult education. This effort is based upon the idea of making pupils acquainted during their school years with institutions of adult education which may further their education after they have left school. Compulsory school pupils (including vocational schools) are systematically encouraged to use the public libraries, by means of close cooperation between the schools and the library administrations. There are also special courses and leisure activities for children of school age (manual skills for original work, drawing and painting, ballet and drama classes, singing and instrumental music, as well as discussions and talks about films for older students).

Further instruction about adult education is given in courses in teacher training schools and technical and trade schools. In these courses future teachers and technicians are made acquainted with the various institutions of adult education; above all, they are made to realize their special responsibility to make their pupils or factory workers interested in continuing their education.

#### **Extra-Curricular Education**

The multiple efforts in the field of extra-curricular education ("Austrian Youth Singing" with approximately 100,000 active participants, "Austria's Youth Get to Know their Federal Capital" with 18,000 participants, "Theatre of Youth", etc.) were continued in the year under review. Special mention should be made of the Austrian Commission on Juvenile Literature, which helps to spread valuable reading material and to control inferior reading matter. Many publishers in German-speaking countries, who voluntarily submit their juvenile literature, have accepted the judgment and recommendations of the Commission.

The Austrian national award for children's literature was granted in two parts in the year under review: to Christine Busta for the book *Die Sternmühle* (The Star Mill), and to Gerhard Ellert for the book *Auf endlosen Strassen* (On Endless Roads). Furthermore, the Federal Ministry of Education established in 1959 a national award for outstanding achievements in young people's journalism in order to encourage a positive attitude of the press towards youth questions.

#### **Youth Organizations**

The Austrian Federal Youth Federation completed five years of successful activity in the year under review. It is the federation of all kinds of children's and youth associations, whether religious or political. There is also the Austrian Youth Forum, which includes another 24 youth organizations.



**Youth Problems**

Under the sponsorship of the Federal Minister of Education and the Federal Minister of Social Administration the Austrian Institute of Juvenile Science was founded in Vienna on 22nd April, 1960, to investigate the problems and behaviour of youth in the society of today, to prepare practical recommendations in the field of youth welfare and youth education, to disseminate the results of these investigations amongst the experts concerned, the authorities interested and the public, as well as to further a better understanding of the situation of the youth. Amongst others, distinguished persons of public life as well as professors and instructors of the university institutes concerned have become members of the Institute.

**School Exhibition**

The exhibition arranged by the Federal Ministry of Education in Vienna on "Two Hundred Years of Austrian Educational Administration" opened on 25th May, 1960, should be mentioned. Documents, pictures, textbooks, etc. show the development of the Austrian educational system from 22nd March, 1760, the date of the establishment of the educational court commission by Empress Maria Theresa, up to the present time. On the occasion of this exhibition, the Federal Ministry of Education published a special booklet containing a brief outline of the history of the Austrian educational administration and a description of the present range of competence of the Federal Ministry of Education.



## BELGIUM

### EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Legislation — Committee on School Transport — Administrative Departments — Inspection — Finance — School Building —*  
QUANTITATIVE DEVELOPMENT — *Primary Education — Secondary Education — Teacher Training — Technical Education — Art Education — Higher Education —*  
ORGANIZATION — *Kindergarten and Primary Education — Secondary Education — Correspondence Education — Art Education — University Education —*  
CURRICULA, SYLLABUSES AND METHODS — *Primary Education — Secondary Education — Technical Education — Higher Education —*  
TEACHING STAFF — *Training — Further Training — Conditions of Service —*  
AUXILIARY SERVICES — *Scholarships — Assistance for Health and Nutrition — Psycho-Medical and Social Aid — Cinema Service — National Youth Service — People's Education and Libraries*

#### ADMINISTRATION

##### Legislation

As stated in last year's report, the "education pact" of 6th November, 1958, on relations between the different types of education was confirmed by the law of 29th May, 1959, modifying legislation in respect of pre-primary, primary, secondary, technical and art education and teacher training.

Regulations on days' leave were standardized for all types of education by the royal decree of 10th September, 1959, and those on holidays by the royal decree of 15th October, 1959. The royal decree of 10th September, 1959, also deals with the free provision of equipment and the question of lessons on religion and ethics. The royal decree of 19th October, 1959, and that of 14th March, 1959, fix the minimum number of pupils per class in subsidized schools. The problem of grants for running costs was dealt with by the royal decree of 15th December, 1959.

##### Committee on School Transport

The whole question of school transport, for which the law of 29th May, 1959, made a certain amount of free provision, has been studied by an arbitration committee composed of delegates of State and independent education and of the Ministry of Transport. The committee put forward precise proposals for the provision of these services as far as possible by public transport authorities, and for the coordination, in any case, of transport for pupils in the various types of schools.

##### Administrative Departments

The four branches (pedagogical studies, legal studies, sociological and statistical studies, information and documentation) which comprise the studies department continue to extend their activity.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. M. COULON, Delegate of the Government of Belgium.



As the centralization of pedagogical studies has not been achieved, most of the general departments still maintain their own research and revision offices which work in collaboration with the inspectorate. Educational advisers deal mainly with general pedagogical matters and with the coordination of studies and school life in Belgium and abroad. They are therefore often involved in cultural relations work in the International Bureau of Education, Unesco, Nato, and European bodies, and in connection with cultural agreements.

The sociological and statistical branch is continuing the preparation and publication of the statistical yearbook of education, the third volume of which (1958-1959) is to appear shortly. In addition to this large-scale statistical information work, and along the same lines, this branch is studying more specialized questions and is publishing in the "Studies and Documents" series results which it thinks deserve the attention of those in charge of education.

The information and documentation branch regularly distributes "Information Leaflets", a weekly publication, and also the "Bulletin of the Ministry of Education", a fortnightly journal containing all legal texts and regulations, circulars on education, educational services and fine arts, etc. The branch covers the main Belgian newspapers and the "International Press Argus", which enables educational advisers to publish "Educational News from Abroad". This year the information branch published the first pamphlet in a series called "Education in Belgium". This pamphlet has been given a large distribution both in Belgium and abroad. The branch also collects information on economic and social problems and tendencies in Belgium, with the collaboration of outside correspondents.

#### Inspection

Five new posts have been made for technical education inspectors to intensify the inspection of general, scientific and technical courses.

#### Finance

The following table gives, in thousands of Belgian francs, information on the draft budget of the Ministry of Education for 1960 and the difference from allocations made in 1959.

	Budget 1960	Difference	
Primary education . . . . .	6,678,059	+ 582,274	+ 9.5%
Special education . . . . .	11,226	—	—
Secondary education . . . . .	4,298,596	+ 558,274	+14.9%
Technical education . . . . .	4,273,442	+ 689,447	+19.2%
Teacher training . . . . .	610,983	+ 58,146	+10.5%
Art education . . . . .	213,097	+ 8,968	+ 4.3%
Higher education . . . . .	1,066,674	+ 129,945	+13.8%
Scientific research . . . . .	291,345	+ 29,525	+11.2%
Educational services . . . . .	344,029	— 30,432	— 8.1%
Cultural relations . . . . .	41,646	+ 16,438	+65.2%
Art, letters, people's education and youth work . . . . .	243,668	+ 13,953	+ 6 %
Central administration and Minister's office . . . . .	253,935	+ 60,703	+31.4%
Total . . . . .	18,326,700	+2,128,467	+13.1%



**School Building**

Under the education pact (law of 29th May, 1959) the following are to be set up for State education alone: 20 secondary schools, 16 boarding schools and 30 preparatory departments and autonomous primary schools.

As regards the type of construction, wide-scale use of prefabrication methods has been adopted.

A new competition has been held to adjudicate the provision and erection of an unlimited number of school huts capable of being dismantled and used again and also for the supply of temporary classrooms of a type already tried and found successful.

The rate of adjudicating work on the extension and modernization of existing schools, which has markedly increased since April, 1958, has continued to rise. In 1957, 248 important allocations of work were made (worth more than 100,000 Belgian francs) and 250 large constructions were undertaken; in 1958, the figures were 337 allocations and 275 large constructions, and in 1959, 376 allocations and 282 constructions.

**QUANTITATIVE DEVELOPMENT****Primary Education**

The table given below shows numbers in primary schools, i.e. the first three classes, in 1958-1959. These figures cover the pupils in all primary schools, i.e. ordinary primary schools, preparatory schools attached to secondary establishments and technical schools, demonstration primary schools attached to primary teacher training schools, and homes for children of parents without fixed domicile (bargemen, travelling shows, etc.). Deficient pupils receiving special primary education are also included in these figures.

	Pupils	Difference	
State schools . . . . .	76,761	+4,012	+5.5 %
Provincial and communal schools.	351,951	-2,736	-0.77 %
Independent schools. . . . .	460,911	+5,639	+1.2 %
Total . . . . .	889,623	+6,915	+0.78 %

The following table gives the number of pupils in the fourth-year primary classes in 1958-1959, including those in demonstration schools. As can be seen from the table, these fourth-year classes continue to be abandoned for social and pedagogical and also for administrative reasons, i.e. the more favourable conditions granted to secondary education under the education pact.

	Pupils	Difference	
State schools . . . . .	72	- 63	-46.6 %
Provincial and communal schools.	22,058	-1,630	- 6.8 %
Independent schools. . . . .	43,897	-4,911	-10.1 %
Total . . . . .	66,027	-6,604	- 9.1 %

**Secondary Education**

The following data are in respect of enrolments in secondary education in 1959-1960 and also show the difference from 1958-1959. The increase per cent relates to the total of the two sexes.



	No. of Pupils		Increase		%
	Boys	Girls	Boys	Girls	
<i>State Schools</i> <sup>1</sup>					
Lower stage <sup>2</sup> . . .	33,503	30,136	+ 2,489	+ 2,581	
Upper stage . . .	11,155	5,652	+ 902	+ 925	
Technical departments . . . . .	7,300	2,199	+ 1,439	+ 733	
Total . . .	51,958	37,987	+ 4,830	+ 4,239	+11.2%
<i>Provincial and Communal Schools</i>					
Lower stage <sup>2</sup> . . .	5,153	5,910	+ 806	+ 216	
Upper stage . . .	991	886	+ 150	+ 25	
Total . . .	6,144	6,796	+ 956	+ 241	+10.2%
<i>Independent Schools</i> <sup>3</sup> . . . . .	74,324	48,599	+ 6,141	+ 7,220	+12.2%
Totals . . .	132,426	93,382	+11,927	+11,700	+11.68%

<sup>1</sup> Excluding cadet schools.

<sup>2</sup> These figures include pupils in applied secondary departments and the various departments of provincial, communal and independent schools which do not confer the registered certificate and the proportion of which is very small compared with the total.

<sup>3</sup> Schools belonging to the Federation of Catholic Education only.

**Teacher Training** The following statistics show the number of pupils in teacher training schools in 1959-1960 and the difference from the previous year.

	No. of Pupils		Difference		%
	Boys	Girls	Boys	Girls	
<i>Kindergarten Teacher Training</i>					
State schools . . .	—	666	—	+13	
Provincial and communal schools	—	553	—	+23	
Independent schools	—	2,233	—	+51	
Total . . .	—	3,452	—	+87	+ 2.58%
<i>Primary Teacher Training</i>					
State schools . . .	1,975	1,849	+337	+318	
Provincial and communal schools	1,173	1,319	+ 34	+ 87	
Independent schools	2,861	4,250	+300	+ 58	
Total . . .	6,009	7,418	+671	+463	+ 9.2%
<i>Secondary Teacher Training</i>					
State schools . . .	983	804	+254	+101	
Provincial and communal schools	598	87	+131	— 15	
Independent schools	1,447	1,161	+173	+ 66	
Total . . .	3,028	2,052	+558	+152	+16.24%



**Higher Education**

There have been no important changes but only a few adjustments in details and the introduction of new courses. At the University of Ghent, a course in regional pedology (optional) has been started in the faculty of science, and another on kinematics and on machine dynamics has been introduced in the faculty of applied science. At the University of Liège, an optional course in the dynamic and electronic structure of molecules and a course on hydro-geology, geochemistry, elements of topography (route surveys, precision surveys of small areas), and the study of silicates, both courses in the faculty of science, have been introduced. A course on lighting photometrics has been introduced in the faculty of applied science.

**TEACHING STAFF****Training**

The reform of teacher training is entering its final stage. There are to be further adjustments to regularize relations between upper secondary education and teacher training schools.

The experiment in accelerated training for primary teachers undertaken last year ended in a series of courses and study days the results of which seem very satisfactory.

**Further Training**

A special effort is being made to arrange courses for the purpose of initiating staff to new methods.

The organization of these courses is regulated by the royal decree of 12th June, 1959, and the matter of free transport, board and lodging for the participants by the ministerial decree of 31st December, 1959.

During the 1959-1960 school year, the general secretariat for secondary education reform organized 105 study groups which lasted 151 days in all. The number of participants was 4,310, out of a total of about 10,000 secondary school teachers.

**Conditions of Service**

The royal decree of 22nd April, 1959, extended to members of State scientific and teaching staff the benefits of the royal decree of 22nd April, 1952, granting the reimbursement of medical, surgical, pharmaceutical and hospital expenses, etc., resulting from accidents occurring at work or on the way to work.

**AUXILIARY SERVICES****Scholarships**

The financial effort of the National Study Fund continued during the 1959-1960 school year, which was the fifth year of its existence. This effort was mainly concerned with secondary level studies, where the allocations provided have more than doubled.

The examinations for the award of first-year scholarships have been abolished in respect of higher level non-university education, which mainly comprises higher technical education. Moreover, the scholarship is renewed in successive years on condition that the recipient passes the school examinations with a minimum mark of 60%. This brings the system into line with that which has been in existence for the last two years for university level studies proper. In this case too, the allocations have been doubled.



### Assistance for Health and Nutrition

The law of 29th May, 1959, clause 33, extends the responsibility of the provinces and communes as regards social benefits and health assistance; no distinction may now be made among children according to the category of school they attend. Moreover, social action for school children which formerly covered only school camps and the distribution of food or clothing, has been extended to include access to swimming pools, sports grounds, etc., and some children's nurseries in primary schools.

An additional budgetary allocation of 12,177,000 Belgian francs for 1959 and of 19,252,000 francs for 1960 has been made for social and health assistance to secondary school pupils. In addition, a new allocation of 16,700,000 francs has been made in the 1960 budget for school excursions.

Under clause 14 of the law of 29th May, 1959, 16 State boarding schools are opened each year.

### Psycho-Medical and Social Aid

The number of complete State psycho-medical and social centres has been increased to 28, serving 32 places. Their activity covers 121 State secondary establishments. Centres opened by the provincial authorities for the schools they control have been increased to 7. Catholic education has turned 23 vocational guidance offices into psycho-medical and social centres.

This trend to convert vocational guidance offices into psycho-medical and social centres responsible in addition for the supervision of school children is becoming more marked with the extension of the schooling period.

A decree of 15th January, 1960, makes a vocational guidance test compulsory for all young people wishing to enter into an apprenticeship contract entailing in particular attendance at evening school. Previously this requirement concerned only those candidates who did not hold the primary school certificate.

The Department has therefore had to draw up a plan for the extension of the network of psycho-medical and social centres to be implemented in the next five years with a view to doubling the number of existing services.

Further training has had to be organized (seminars and courses for guidance personnel), starting in August, 1959.

Under the education pact the subsidized services have received since 1959 grants for salaries, grants for running costs and grants for equipment, equivalent to similar expenses incurred in the State services. The cost rose from 1 franc per inhabitant in 1946 to 7 francs in 1959.

Complete and thorough psycho-medical and social examinations, only a third of which were interviews, have reached a total of 116,522, i.e. an increase of 35% compared to 1955-1956. This figure corresponds to the total number of children passing in any one year from primary to secondary education, but it covers as many pupils of 15 and 18 years as children of 12 years of age, the three ages at which the Belgian education system imposes a choice of direction.

### Cinema Service

In 1960, this service used 3,971,344 francs for the purchase of films, 670,000 for the production of films, and 2,098,000 for making 16 mm. copies. The number of borrowers is constantly increasing. There had been 3,730 on 31st December, 1959.



**National Youth Service**

The National Youth Service has organized seven sessions for initiation and information as regards the techniques of educational leisure.

**People's Education and Libraries**

During the past school year, the public library and people's education services have been particularly active in the field of training staff, in particular by the organization of study weekends for librarians and workers in people's education, especially cine-clubs and television clubs.



# BRAZIL

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Educational System for Brasilia* — *Financing Education* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Teachers and Pupils* — ORGANIZATION — *Primary Education in the State of Rio Grande do Sul* — *Further Education* — *Special Education* — *Technological Institutes* — CURRICULA AND SYLLABUSES — *Educational Experiment* — *Teaching Guides and Material* — TEACHING STAFF — *Training* — *Further Training* — *Preparation of Specialists* — AUXILIARY SERVICES — *Students' Association* — *Educational Libraries* — *Educational Cinema* — *Nutrition* — *Help for the Blind* — *Federal Physical Education Centres* — *Literacy Campaign*

### ADMINISTRATION

#### **Educational System for Brasilia**

The national institute of pedagogical studies has drawn up and submitted to the Minister of Education and Culture, who has approved it, a plan for the public education system of Brasilia, the capital of Brazil.

#### **Financing Education**

The financing of education is divided between the three administrative sectors of public authority: the Union, the federated states, and the municipal administrations, but the share of private individuals in running educational establishments must also be taken into account, especially in the field of secondary education, technical and commercial education and higher studies.

The technical and industrial development of the country has provoked a great need for schools, which has obliged the government to make increasingly large allocations for education every year.

The federal government has devoted large sums to education, which have enabled the network of schools throughout the country to be extended. There are special national funds for primary and intermediate education which are of considerable assistance to state and communal authorities and to private individuals.

In the field of primary education the financial contribution of the Union, which was not as much as 350 million cruzeiros in 1955, reached the sum of 2,000 million in 1959.

Since 1959 the federal government has been allocating 10% of the revenue from taxes to educational expenditure. In primary education this sum is spent on school building, the purchase of furniture, the further training of teachers, the improvement of pedagogical literature, and the establishment of centres for experiment with educational techniques.

In 1959 the Union also made grants of almost 1,200 million cruzeiros to official and private bodies concerned with intermediate education to be used for building and equipment, 330 million for scholarships to

<sup>1</sup> From the report sent by the Ministry of Education and Culture of Brazil.



needy students, 125 million to supplement the salaries of teachers and various auxiliary staff, and 350 million to compensate for the increase entailed by the extension of compulsory schooling and authorized by the government.

An allocation of 90 million cruzeiros was made in 1959 (11 million in 1956) for expenditure involved in the educational reform of the federal school network. Here, the cost of building and equipment was nearly 137 million. The total budgetary expenditure on industrial education reached 1,100 million cruzeiros in 1959 against 143 million in 1955.

The federal government made grants for higher education totalling 6,900 million cruzeiros in 1959 as against 1,600 million in 1955.

#### School Building

As a result of the supplementary contribution made by the federal government to regional and local administrations in the form of contracts for the extension of the primary school network, 1,114 primary schools were built between 1956 and 1959, with a total of 2,635 classrooms, whereas in 1959 only 188 schools were built, with 509 rooms and in 1960, 123 schools with 401 rooms.

Action by the twenty-one state governments, the Federal District and the communes (about 2,600) in primary, secondary and higher education is not reported here.

In the field of technical education, the Ministry of Education and Culture is in the process of constructing several schools in the areas where industrial expansion is strongest, particularly the states of Sao Paulo, Rio Grande do Sul and Minas Gerais, and also a school in suburban town of Brasilia, the new capital of Brazil. These schools can accommodate between 300 and 600 residential students.

In higher education, the construction of the university cities of Rio de Janeiro, Recife, Belo Horizonte, Fortaleza and Porto Alegre continues, in addition to the erection of buildings for the various faculties.

#### QUANTITATIVE DEVELOPMENT

**Number of Teachers and Pupils** Enrolments continue to increase at all three levels of education, as may be seen from a comparison of the figures for the last two years:

	1959		1960	
	Teachers	Pupils	Teachers	Pupils
Primary education . . . .	7,132,572	204,894	—	—
Secondary education . . . .	791,690	53,284	868,178	58,296
Commercial education . . .	171,994	14,370	185,934	15,386
Teacher training . . . . .	81,526	12,301	90,927	13,289
Industrial education . . . .	22,312	6,063	25,925	6,089
Agricultural education . . .	5,679	919	6,663	1,076
Higher education . . . . .	89,586	19,263	95,691	21,912

Between 1956 and 1959, enrolments in primary and secondary classes increased by 30% and 24% respectively. In the same period there was an increase of 20,000 students in higher education as a result of the encouragement given by the federal government to the training of scientists and higher level technicians and of action by the national



movement for the further training of higher level staff (CAPES), the supervisory committee for the institutes plan (COSUPI), the national research council, the technological institute for aeronautics, the national nuclear power commission, educational research centres, etc.

#### ORGANIZATION

##### **Primary Education in the State of Rio Grande do Sul**

The Secretariat for Education and Culture of this state has undertaken the reform of primary education. This reform covers educational organization, the extension of the schooling period and the revision of curricula and syllabuses.

In the primary school curriculum an attempt is made to take into account individual differences between pupils and their capacity for assimilation.

The school is organized so that it takes all children of 7 to 12 years old indiscriminately for an uninterrupted period; the system of examinations is replaced by a classification of pupils according to their age and the results of checks on their school work.

The extension of the schooling period applies: (a) to pupils who, although mentally normal, learn rather slowly and cannot complete the primary course in 5 years; (b) to those who are not able to go on to secondary education; and (c) to those who entered school after seven years of age.

Syllabus revision attempts to bring courses into line with educational aims.

##### **Further Education**

The Ministry of Education and Culture recommends, for the whole country, that primary education should be extended from 4 to 6 years, the 5th and 6th year corresponding to the first secondary classes. It also recommends that enrolment should be carried out according to the pupils' ages, so that the first year would consist of children aged 7 and 8, the second children of 8 and 9, and so on. The plan also proposes: (a) to set up workshops of applied arts for pupils in the 5th and 6th years, who should attend for two hours a day; (b) to train specialist teachers for these workshops; and (c) to build park-schools, premises for applied arts, and further education centres. In 1961, 96 buildings with industrial arts workshops will be open, among which there will be a park-school and 16 demonstration centres; 669 teachers will have been trained for almost all the states.

##### **Special Education**

Under the agreement between the Ministry of Education and Culture and the Secretariat for Education of the state of Guanabara, the Braille method will be taught optionally in the teacher training schools of this state to enable future primary teachers to specialize in instruction for the blind.

The national institute of education for the deaf is in the process of establishing and equipping regional co-ordination centres and "education and assistance units" throughout the national territory. As a beginning it has opened six centres in various areas, with their headquarters at Belem, Salvador, Belo Horizonte, Rio de Janeiro, Brasilia and Porto Alegre.



**Technological Institutes** The supervisory committee for the institutes plan, which is attached to the bureau of the Minister of Education and Culture, has undertaken the reorganization of the technical schools and the renovation of their teaching and research procedures through the establishment of institutes in the universities. In 1958 and 1959, more than 800 million cruzeiros were spent on buildings, equipment, and the salaries of teachers, research workers, scholarship holders, probationers and higher technicians. In 1959 the following institutes were set up: institutes of mechanics (2), electronics (1), mining and metallurgy (2), mathematics and physics (1), agricultural mechanics (1), genetics (1), rural economics (1), chemistry (2), sociology (1), geology (1) and rural technology (1).

### CURRICULA AND SYLLABUSES

**Educational Experiment** Although primary education is the responsibility of state and municipal authorities, leaving the Union with merely an auxiliary rôle, the federal government has not only extended the network of school buildings, but has also raised the level of instruction by stimulating research and experiment with new techniques of school work; these techniques are tried out in experimental schools maintained by the national institute of pedagogical studies through the educational research centres of Rio de Janeiro, Sao Paulo, Bahia, Belo Horizonte and Porto Alegre.

### Teaching Guides and Material

With a view to raising the standards of primary teaching by in-service staff and pupils in training schools and faculties of philosophy, science and arts, the national institute of pedagogical studies publishes, translates, purchases and distributes guides, handbooks and other works contributing to the further training of educators throughout the country. In addition, it publishes two large reviews, which are distributed free to these establishments. The secondary education department also publishes a review for secondary school teachers.

The national movement for the production of teaching material has published various works, including school dictionaries, a geography atlas, a school history atlas and a children's encyclopædia; the aim is to produce and distribute teaching material which would be available at the same time to all Brazilian students. In all, more than a million copies were distributed in 1959 through centres set up in all the main towns of Brazil.

### TEACHING STAFF

#### Training

At the beginning of 1960 a special law on the organization of teacher training in the state of Goiás provided for the training of primary teachers in the following types of establishment: (a) the elementary teacher training school, which offers a four-year secondary level course after the end of primary education for the training of lower primary school teachers for schools in rural areas or in small communities; (b) the secondary training school, which provides a three-year course at upper secondary level taken after the elementary training school course, for the training of upper primary school teachers for primary education establishments in large and small towns; (c) the higher training



school, which provides a two-year course at higher level for third-stage primary teachers, training-school teachers, educational administrators, guidance workers, inspectors and educational technicians. The higher training school offers first-, second- and third-stage training courses.

In addition to the regular courses mentioned above, other courses are provided: (a) intensive courses for the professional integration of supply teachers without permanent appointments; these courses last two months or one year and are given in the secondary or higher training schools; (b) specialization courses of varying length, given in the secondary or higher training schools, which aim at broadening technical knowledge in the different branches of specialized primary education; (c) administration courses lasting two months (or the duration of the holidays) for administrators in service. Administration courses for future administrators take two years.

For the first time in this country, the reform provides for the training of primary teachers at university level.

#### **Further Training**

In addition to the steps taken by the state and communal governments, the Ministry of Education and Culture, through the national institute of pedagogical studies, is undertaking action on behalf of teachers in primary and teacher training schools by organizing courses and seminars for teachers, administrators and technicians in service. Between 1956 and 1959 these courses were attended by 4,639 persons responsible for technical organization, educational administration, and the training and further training of primary teachers.

In 1959, the secondary education department of the Ministry of Education and Culture opened two centres for further training in the techniques of teaching experimental science, one in Rio de Janeiro and one in Sao Paulo. The department gave its support to 20 faculties of philosophy which organized courses in educational guidance, and has also held courses, holiday courses and seminars in various towns for head teachers and staff through the intermediary of the national campaign for the improvement of secondary education (CADES); it has also published a review.

The campaign for the improvement and extension of commercial education (CAEC), introduced in 1954 and placed under the commercial education department, runs courses for the specialization and further training of teaching staff, technicians and administrators; educational missions have been carried out and three study seminars held on the "class in the firm" (system of functional instruction).

The department of industrial education set up a centre for research and teacher training in 1959 in the town of Curitiba, in order to improve methods, spread technical knowledge and prepare teaching material.

#### **Preparation of Specialists**

In view of the country's economic development, the federal government attaches great importance to the training and specialization of scientific and technical staff. Furthermore, in 1959-1960 the regional centre of educational research at Sao Paulo, in collaboration with Unesco, held another course for specialists in education which was attended by scholarship holders from Brazil and various other Latin American countries.



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At the beginning of 1960 a special law on the organization of teacher training in the state of Goiás provided for the training of primary teachers in the following types of establishment: (a) the elementary teacher training school, which offers a four-year secondary level course after the end of primary education for the training of lower primary school teachers for schools in rural areas or in small communities; (b) the secondary training school, which provides a three-year course at upper secondary level taken after the elementary training school course, for the training of upper primary school teachers for primary education establishments in large and small towns; (c) the higher training



school, which provides a two-year course at higher level for third-stage primary teachers, training-school teachers, educational administrators, guidance workers, inspectors and educational technicians. The higher training school offers first-, second- and third-stage training courses.

In addition to the regular courses mentioned above, other courses are provided: (a) intensive courses for the professional integration of supply teachers without permanent appointments; these courses last two months or one year and are given in the secondary or higher training schools; (b) specialization courses of varying length, given in the secondary or higher training schools, which aim at broadening technical knowledge in the different branches of specialized primary education; (c) administration courses lasting two months (or the duration of the holidays) for administrators in service. Administration courses for future administrators take two years.

For the first time in this country, the reform provides for the training of primary teachers at university level.

**Further Training** In addition to the steps taken by the state and communal governments, the Ministry of Education and Culture, through the national institute of pedagogical studies, is undertaking action on behalf of teachers in primary and teacher training schools by organizing courses and seminars for teachers, administrators and technicians in service. Between 1956 and 1959 these courses were attended by 4,639 persons responsible for technical organization, educational administration, and the training and further training of primary teachers.

In 1959, the secondary education department of the Ministry of Education and Culture opened two centres for further training in the techniques of teaching experimental science, one in Rio de Janeiro and one in Sao Paulo. The department gave its support to 20 faculties of philosophy which organized courses in educational guidance, and has also held courses, holiday courses and seminars in various towns for head teachers and staff through the intermediary of the national campaign for the improvement of secondary education (CADES); it has also published a review.

The campaign for the improvement and extension of commercial education (CAEC), introduced in 1954 and placed under the commercial education department, runs courses for the specialization and further training of teaching staff, technicians and administrators; educational missions have been carried out and three study seminars held on the "class in the firm" (system of functional instruction).

The department of industrial education set up a centre for research and teacher training in 1959 in the town of Curitiba, in order to improve methods, spread technical knowledge and prepare teaching material.

**Preparation of Specialists** In view of the country's economic development, the federal government attaches great importance to the training and specialization of scientific and technical staff. Furthermore, in 1959-1960 the regional centre of educational research at Sao Paulo, in collaboration with Unesco, held another course for specialists in education which was attended by scholarship holders from Brazil and various other Latin American countries.



## AUXILIARY SERVICES

**Students' Association**

Rio de Janeiro is the seat of the metropolitan students' union, which is the most important group of university students in the town, and is democratic and nationalist in inspiration. Mainly in order to assist students, this association runs a restaurant which serves nearly 10,000 meals and also a polyclinic comprising all medical and even surgical services. The association has a cooperative, run by the students themselves, which includes a bookshop, laundry, hairdresser's, shoemaker's, and tailor's. It publishes a newspaper called "O Metropolitano" which appears on Sundays in 150,000 copies and which is the most important university paper of Latin America. A team of 40 students produces it and carries out all work connected with it.

**Educational Libraries**

The national institute of pedagogical studies (INEP) through a network of educational research centres encourages the establishment and development of libraries for teacher training schools and faculties of philosophy; over the last four years, they have distributed nearly 112,000 copies of works published by the INEP and 400,000 bought from Brazilian booksellers.

**Educational Cinema**

The national institute of educational cinema organizes the following activities as part of its teaching programme: the production of slides for secondary schools; teacher specialization; the use and production of educational, documentary, cultural, artistic and scientific films; and the sale of cineprojectors at cost price. It has devised and produced a series of documentary films on the running of libraries, historical subjects, making books, and interviews with well known people in Brazilian literary circles.

**Nutrition**

The national school meals association carries out important work in the primary schools. Whereas at the end of 1955 it provided meals for 235,000 children in 1,894 schools in 284 communes, at the end of 1959 lunch was served to 1,900,000 pupils in 13,881 schools in 1,600 communes.

**Help for the Blind**

To aid those suffering from defective sight in rural areas, the training centres and the rural missions of the Ministry of Education and Culture carried out a training and education programme for the blind by means of special agricultural work and of the industrialization of agricultural and cattle rearing produce.

**Federal Physical Education Centres**

The Ministry of Education and Culture has started to build physical education centres with sports grounds, olympic swimming pools, gymnasiums and playgrounds in nine towns throughout the country.

**Literacy Campaign**

The Ministry has undertaken a vast campaign for the eradication of illiteracy. The work is being carried out simultaneously by three national organizations: (a) the adult education organization, which over the last three years has admitted almost 25,000 pupils to its



courses, installed 80 autonomous regional school radio systems, constructed 52 broadcasting stations for almost 4,000 radio schools enrolling 80,000 students, organized 1,220 courses, 310 of which were recorded on magnetic tape and 800 on long-playing records, and distributed 11,362,000 copies of wall charts as well as reading guides for imparting literacy to adolescents and adults; (b) the organization for the elimination of illiteracy, which is active in ten communes situated in various geographical and economic areas of the country with poor financial resources; it is endeavouring to eradicate illiteracy in these areas completely by the following means: the overhaul, enlargement and construction of school buildings; intensive professional integration courses for unqualified teachers and further training courses for qualified ones; emergency primary schooling for adolescents and adults; adaptation of teaching programmes to make them simple and objective; regularization of enrolment in classes according to age for children between 7 and 12 years of age; (c) the rural education campaign which trains teachers, guides teaching in rural areas, carries out rural educational missions and encourages the basic education of people living in the interior of the country.



# BULGARIA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Courses for Administrators* — Finance — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Pupils* — *Number of Teachers* — ORGANIZATION — *Free Schooling* — *Prolongation of Schooling* — *Structure of Secondary Education* — *Length of the School Year* — CURRICULA, SYLLABUSES AND METHODS — *New Subjects* — *Separation of the Sexes* — *Textbooks* — TEACHING STAFF — *Training* — *Further Training* — *Conditions of Service* — AUXILIARY SERVICES — *Physical Culture* — *Holiday Camps and Excursions* — *Work for Youth*

### ADMINISTRATION

**Courses for Administrators** No changes in the organization of school administration took place in the school year of 1959-1960. Efforts were directed towards strengthening and improving the work of the organs created last year. To this end courses were organized for all heads of education and culture departments at the district administrations, as well as for inspectors.

#### Finance

Funds assigned by the State to the needs of public education are constantly increasing. Budget allocations for public education reached 1,620,005,050 leva for 1960 as against 1,608,258,000 leva for 1959, i.e. an increase of 0.72%.

#### School Building

There is constant improvement and expansion in the construction of new schools. In 1959, 341 new classrooms were put into operation, accommodating 13,600 pupils. The district people's councils' plans for capital construction in 1960 include the construction of 203 school buildings, 18 technical schools, 17 hostels and children's homes, and 14 kindergartens, to a total value of 142 million leva.

In addition to the construction of schools with budget funds, a large number of new schools, extensions and additional storeys, school workshops and hostels, kindergartens and pioneers' camps are being built with funds, labour and materials offered by the population. Three hundred and seventy-five school buildings and gymnasia, 43 hostels for school children, children's homes and pioneers' camps, 26 kindergartens, and 12 school workshops were built in this way. This makes a total of 456 units.

### QUANTITATIVE DEVELOPMENT

#### Number of Pupils

In the 1959-1960 school year the number of kindergartens was 7,015, as against 6,461 in the 1958-1959 school year. The number of children attending kindergartens rose from 275,540 to 301,000 (+9.24%).

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. M. GUECHKOV, Delegate of the Government of Bulgaria.



At the beginning of 1959-1960, 1,186,365 pupils were enrolled in the secondary polytechnical schools (classes I-XI), compared with 1,184,938 in 1958-1959 (+1,427 pupils, i.e. 0.12%). There is a decrease in the number of students in the higher classes of the secondary polytechnical schools, due to the increased number of pupils, who, at this stage, enter secondary vocational and vocational and technical schools. The number of pupils in the elementary schools has increased by 11,963, as against the previous school year; this is explained by the increased number of children subject to compulsory education who were enrolled in the first class, and by the improved results obtained from efforts to ensure that children of the age group subject to compulsory education really attend school.

About 91% of the children who finished the 7th class in 1958-1959 continued their education at secondary polytechnical, secondary vocational, or secondary vocational and technical schools.

In 1959-1960, 103,965 pupils were enrolled in secondary vocational, vocational and technical day, evening and correspondence schools compared with 79,393 in 1958-1959, i.e. an increase of 24,572 pupils or 30.94%.

The school year 1959-1960 brought a considerable increase in the number of children attending the special study-rooms and hostels intended for pupils of classes I-VII (from 25,063 pupils in 1958-1959 to 37,084 in 1959-1960). This increase (47.96%) is due to the care which the State lavishes on creating favourable studying conditions for children whose parents are engaged in production or live far from the school.

**Number of Teachers** The number of teachers in secondary polytechnical schools (classes I to XI) increased by 302 (+0.61%) compared with the previous school year. This increase is explained by the rise in the number of children subject to compulsory education and to the introduction of new subjects.

There is also an increase in the number of teachers in study-rooms and hostels. From 867 in 1958-1959, their number rose to 1,324 in 1959-1960 (+52.7%).

The number of kindergarten teachers rose from 10,315 in 1958-1959 to 11,630 in 1959-1960 (+12.74%).

## ORGANIZATION

**Free Schooling** The National Assembly has now decided to abolish the fees paid at secondary and higher educational institutions. This measure is in accordance with the government's policy of increasingly facilitating access to secondary and higher educational institutions for all young people.

**Prolongation of Schooling** Preparatory work was done with a view to the introduction of the 8th class at elementary schools at the beginning of 1960-1961. The introduction of this new class will take place gradually and will be completed by the 1964-1965 school year as provided under the new act, which makes eight years of elementary education compulsory.

In order to ensure that all children subject to compulsory elementary education actually obtain it, the new act binds the people's councils to



open not only schools, but study-rooms, hostels, children's homes, school canteens, summer camps, etc.

In accordance with the new act, the period of study at the secondary polytechnical school is extended from 11 to 12 years (8 years for the elementary course and 4 years for the secondary course).

#### **Structure of Secondary Education**

Important changes have taken place in secondary education. The new secondary polytechnical school combines the best elements of the former general schools and vocational schools. Pupils at secondary polytechnical schools are given a broad foundation of general culture, while at the same time all of them have the opportunity of mastering a trade. This year many pupils who finished secondary school sat for a theoretical and practical qualification examination before a commission of specialists from the various enterprises. After passing this qualification examination for their respective branch, the pupils have the right to apply for a post in an enterprise. At the same time they have obtained their secondary school certificate and can study at a higher educational institution.

#### **Length of the School Year**

In 1959-1960 the length of the school year was increased for the pupils of the 8th, 9th and 10th classes. For these pupils it now lasts from 15th September to 30th June instead of 10th June. No changes were made for the other classes.

### **CURRICULA, SYLLABUSES AND METHODS**

#### **New Subjects**

In 1959-1960 education at the secondary polytechnical schools was conducted according to provisional curricula tried out experimentally in some schools. Besides the subjects studied hitherto, the curriculum also included elements of agriculture (3 hours a week, in the 8th class) and elements of industrial production (2 hours a week for elements of mechanical engineering and 1 hour for internal combustion motors in the 9th class, and 1 hour weekly for electrotechnics in the 11th class). Furthermore, pupils in the 10th and 11th classes had 1 day's (6 hours') practical work a week, which was utilized for theoretical work and practical exercises, at least 4 hours being devoted to the latter.

Moreover, all 8th, 9th and 10th class pupils had uninterrupted production practice for a period of 18 days. Work lasted 5 hours for the pupils of the 8th class, and 6 hours for those of the 9th and 10th classes.

The inclusion of new subjects in the curriculum and the introduction of practical work one day a week in the 10th and 11th classes imposed a reduction of the number of hours in certain subjects, without seriously reducing the volume of knowledge to be mastered. Nevertheless, the reduction of the weekly hours in certain subjects, such as history, geography, etc., led to a small abridgement of the material. In some subjects, such as physics, chemistry, and biology, this reduction is largely compensated by the division of the classes of the higher course into two groups for practical work. In the special subjects in the school workshop, in Russian and the West European language 8th and 9th class pupils are also divided in two groups. For the 1st to 8th classes the new curriculum will become valid in 1960-1961. It will then be gradually introduced for the 9th, 10th, 11th, and 12th classes.



**Separation of the Sexes** In the higher classes of secondary polytechnical and the secondary vocational schools, separate instruction in physical culture has been introduced for boys and girls.

**Textbooks** New textbooks for the West European languages (German, French, and English) were utilized in the 11th class in 1959-1960. Textbooks have also been prepared on the elements of agriculture and of industrial production.

#### TEACHING STAFF

**Training** As from next year, kindergarten and primary school teachers are to be trained at the teachers' institutes, with a 3-year course of study following completion of secondary education. All other teachers will be trained at higher educational institutions.

Teachers for instruction in production practice are prepared at special institutes where the course of study lasts two years and to which only candidates with a secondary vocational school certificate and a certain minimum of production practice are admitted.

In connection with the changes in the system of training teachers, new curricula have been worked out for teacher training schools. A question now being studied is that of opening at the beginning of 1961-1962 new higher educational institutions for the training of teachers.

**Further Training** At the beginning of 1960 the number of further training institutes for teachers was increased from 2 to 3. More than 8,000 teachers and senior staff avail themselves every year of the various forms of activity for the improvement of teachers' qualifications at these institutes.

In the summer of 1959 the heads of pedagogical consulting rooms and district school inspectors in the various subjects organized exercises in practical work for more than 7,500 teachers of the 1st to the 11th classes. Such classes are also being organized for the summer of 1960 for more than 9,000 teachers, in addition to those who are to attend the further training institutes for teachers.

**Conditions of Service** The salaries of all categories of teachers are to be increased by 15% on an average, as from the beginning of 1960-1961. New salary scales are now being prepared to this effect.

#### AUXILIARY SERVICES

**Physical Culture** As from 15th September, 1960, physical culture lessons in the 3rd, 4th and 5th classes are to be increased from 2 to 3 hours a week. Nine new sports schools for children are to be opened, making 51 such schools in 46 different towns. The period of instruction at these schools will be extended from 2 to 3 years.

In the 1959-1960 school year, 482 physical culture groups with 152,320 members were organized at day secondary polytechnical and vocational schools.

The physical culture groups at the schools have set up 35,000 sections for gymnastics, athletics, volley-ball, skiing, swimming, football, etc. Competitions in the various sports are organized among the schools



according to a unified calendar. In 1950 a nation-wide Spartakiada was organized in which pupils participated. A total of 550,555 pioneers and 388,360 secondary school pupils and students at higher educational institutions took part in the first stage of the Spartakiada.

#### **Holiday Camps and Excursions**

This summer more than 200,000 students are to spend their holidays in seaside and mountain camps organized by the people's councils, the trade unions, and the cooperative farms.

According to a decision of the Council of Ministers a central children's and youth excursion and hiking office has been opened in Sofia, while children's and youth excursion and hiking sections for the respective areas have been organized in the towns of Plovdiv, Roussé, Turnovo, and Varna. Excursion and hiking bases have also been established in another 21 towns of this country.

#### **Work for Youth**

A centre of young friends of nature was established in Sofia, and a children's book centre was founded.

During the past school year youth club activities were mainly directed towards the labour training of the pupils, and assisting the efforts of the school authorities to put into effect the act on a closer relationship between the schools and practical life.

The youth brigade movement for secondary school pupils and students comprising more than 120,000 students and pupils in over 1,160 youth brigades which took part in the youth brigade movement in the summer of 1959. Besides, later in the autumn of the same year more than 27,000 university students and the majority of the pupils helped to gather in the crops.

The pioneer palace and the 74 pioneer homes have a membership of 50,000 pupils; the centre for young technicians has 90 study circles with 1,100 members. The work of the young pioneer and secondary school children's rural holiday camps, where over 190,000 pupils spent their holidays, is also very important. A particular place is occupied in this respect by the international pioneer camp near Varna, where 500 children from 21 European and Near-East countries spent a few weeks together.



# BYELORUSSIA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Implementation of the 1959 Law* — Administrative Bodies — Inspection — Finance — School Building — QUANTITATIVE DEVELOPMENT — Number of Schools and Pupils — ORGANIZATION — *Implementation of the Extension of Schooling* — Structure — General Secondary Polytechnical Schools with Vocational Training — Evening and Correspondence General Secondary Schools — Boarding Schools — Technical and Specialized Secondary Schools — Vocational Schools — CURRICULA, SYLLABUSES AND METHODS — *New Curricula and Syllabuses* — Methods — TEACHING STAFF — Training — Further Training — AUXILIARY SERVICES — Handicapped Children — Extra-Curricular Activities

### ADMINISTRATION

#### **Implementation of the 1959 Law**

In the school year of 1959-1960 work was continued on implementing the law passed in 1959 on the consolidation of the links between school and life and the further development of public education in the Byelorussian S.S.R.

The basis of the school reform is the combination of schooling with productive work, which is one of the leading principles of the communist education of the rising generation. The principal objective is to turn out fully educated people who have a good knowledge of the foundations of science and are capable of doing systematic work, to cultivate in young people a profound respect for the principles of socialist society, imbuing them with the desire to be useful by taking an active part in the production of the material goods indispensable for society.

The communist transformation of society is inseparably linked with the education of a new man who must harmoniously combine spiritual wealth, moral purity and physical perfection.

A great deal of work has been done on drawing up syllabuses and curricula for eight-year schools and for secondary schools with vocational training. Scientific research institutions, experienced teachers, engineers, technicians and agricultural experts cooperated in the work.

Local boards of education were engaged in working out recommendations to increase the effectiveness of teaching and education. The experience of the most efficient teachers in the field of reorganization and teaching methods, as well as the experience of the schools which have introduced vocational training, was extensively studied. For this purpose conferences and teachers' meetings were held where the public and teachers took part in the discussion of the results achieved.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. I. M. ILIOUCHINE, Delegate of the Government of Byelorussia.



**Administrative Bodies**

In connection with the growth of the network of boarding schools, evening schools for young workers in town and rural areas, and the introduction of vocational training in secondary schools, new departments have been set up at the Ministry of Education: the boarding schools, evening schools, and vocational training departments.

**Inspection**

In order to render practical assistance to local schools the Ministry of Education took steps to improve school inspection, the recruitment of inspectors and the standard of their work. Refresher courses were organized for inspectors and heads of town and rural public education departments by the republican institute for the professional improvement of educational staff. At these courses attention was paid to the supervision of teaching methods and to raising the level of methodological and polytechnical knowledge.

**Finance**

In 1960 appropriations for education increased by 393 million roubles, i.e. 15.6% as compared with 1959. The allocations for general schools total 1,104.7 million roubles. They ensure the gradual transition from universal compulsory seven-year education to eight-year education.

Allocations for schools for young workers in town and rural areas total 47.7 million roubles. For the construction and maintenance of boarding schools, more than 234 million roubles have been allocated (111 million last year) and for the expansion of pre-primary establishment 196.9 million roubles, which made it possible to increase the enrolments of children in kindergartens in 1960 by 22.5%.

Expenditure for the training of teachers amounts to 538.5 million roubles, including the maintenance of higher and specialized secondary educational institutions (364.3 million roubles) and technical educational establishments (140.9 million roubles).

**School Building**

The construction and equipment of schools are carried out at the expense of the State, the Ministry of Education providing building plans and allocating funds for the necessary equipment. The construction of 873 buildings in 1959 has enabled the shift system to be abolished in some schools.

### QUANTITATIVE DEVELOPMENT

**Number of Schools and Pupils**

In 1959-1960 there were 12,753 general schools with an enrolment of 1,285,000 pupils. There were also 27 schools for physically or mentally handicapped children (blind, deaf-mute, mentally backward) and 4 forest schools for children of delicate health. The number of general schools for young workers increased. In a number of such schools optional classes have been introduced to improve the pupils' vocational training.

Great importance is attached to pre-school education. At present there are 700 kindergartens with 57,000 children (76 kindergartens more than in 1959) and their number continues to increase.



## ORGANIZATION

**Implementation of the  
Extension of Schooling**

The school year 1959-1960 was the first year of universal compulsory eight-year education (children aged 7 to 15-16). The general school course increased from 10 to 11 years. The reorganization of the existing ten-year schools into eleven-year general and vocational schools will be completed by 1964.

**Structure**

The school reform has brought about certain changes in the structure of education. The eight-year polytechnical school becomes the basic type of general education. The transition to compulsory eight-year education will be completed by 1962-1963, but already some of the seven-year schools have been turned into eight-year schools. The principal objective of the eight-year school is a systematic study of the foundations of science in close connection with practical life and productive labour, the pupils' physical, moral and aesthetic education and their preparation for an industrial or agricultural trade.

The standard of general knowledge to be acquired by pupils at the eight-year school has been raised so that they will be better prepared both psychologically and practically to take an active part in socially useful work. This school does not however, aim at giving them any definite vocational qualification; manual work is introduced to help them acquire work habits, understand more thoroughly certain processes of production, and observe the practical application of the laws of science to the needs of industry and agriculture. After the eight-year school, school leavers will be able to choose how to continue their education.

The following types of educational institution are available for secondary education: general polytechnical and vocational training schools, evening schools for young workers in town and rural areas, technical schools and other specialized secondary establishments.

**General Secondary  
Polytechnical Schools  
with Vocational Training**

These schools give a complete secondary education and vocational training for one branch of the national economy. The period of training is three years (classes IX, X and XI). On finishing school, pupils may enter a higher educational institution or go into industry or agriculture. About one third of the study time is set aside for labour training, which is conducted in the workshops of industrial enterprises, on collective or State farms, on experimental farm plots and in school workshops. The pupils work in industry an average of 12 hours a week; the theoretical study and productive labour lasts not more than six hours a day, and pupils receive remuneration for the work done.

The training acquired at school does not prevent pupils from changing their trade at the industrial enterprise itself, where there are various short-term courses.

**Evening and  
Correspondence General  
Secondary Schools**

The number of evening and correspondence schools is increasing. In the school year 1959-1960 these schools had about 73,000 students. They are meant for working youth in town and rural areas, as well as for adult workers who wish to receive a complete secondary edu-



cation. In the countryside, such schools work in relation to the seasons. The course of study is also three years, school leavers entering higher educational institutions on an equal footing with eleven-year day school graduates.

#### **Boarding Schools**

Boarding schools were first introduced in 1956. In the past school year there were 42 of them with 8,500 children. Boarding schools follow the same curricula and syllabuses as ordinary general schools. A distinguishing feature of the boarding school is that the children are under the constant supervision of experienced teachers and instructors, which makes it possible to bring up cultured people of high moral standing and an all-round education. Boarding schools have laboratories and workshops, used for polytechnical and vocational training. Parallel with boarding schools there are «prolonged school day» classes and schools.

#### **Technical and Specialized Secondary Schools**

There are more than 120 establishments of this type. Their pupils may later enter an institution of higher education.

Technical schools turn out specialists for industry, agriculture, health protection, public education and culture. The course of study takes 3 or 4 years. There are also two-year courses for pupils leaving complete secondary schools.

#### **Vocational Schools**

Vocational schools train skilled workers for all branches of the national economy. They admit those who have finished the eight-year school.

Their graduates may go into industry or agriculture and continue their education at the correspondence departments of technical schools or at evening or correspondence secondary schools. The course of study is 1 to 3 years depending on the character of the trade being learned. The pupils receive wages and children from large families and orphans are fully provided for by the State.

### **CURRICULA, SYLLABUSES AND METHODS**

#### **New Curricula and Syllabuses**

At the beginning of the past school year a special order laid down the procedure of transition to the new syllabuses and curricula required by the educational reform. At the same time, the new syllabuses were drawn up and work has begun on new textbooks. The new syllabuses and curricula make it possible to give secondary school pupils a more solid grounding in scientific understanding of the phenomena of nature and society, to equip them with the knowledge necessary for further education at specialized secondary or higher educational establishments, and to prepare them for practical work.

#### **Methods**

Teachers have used new methods aimed at stimulating the pupils' activity. More room is given to classroom discussion under the teacher's guidance, to independent work with textbooks, reference books, measuring devices, etc. Practical and laboratory work and computing techniques are being stressed. Visual aids and films are being more extensively used.



Many teachers of physics, chemistry and biology teach the fundamentals of production, linking up theoretical instruction in these subjects with the pupil's work in the workshops, industry and agriculture.

Mechanical and electrical engineering classes are illustrated with diagrams, charts, machine parts and units, working models, slides and scientific or technical films.

There are methodological centres for teachers of polytechnical subjects, who meet to discuss teaching methods and the organization of the pupils' vocational training.

In order to popularize polytechnical knowledge among the pupils and to develop talent in the field of science and technology, societies for young mathematicians, physicists, chemists, technicians and others have been organized and lectures are held on the latest achievements in science and technology. By linking this work with class subjects and bringing its content closer to practical work, the teachers enliven the pupils' interest in knowledge and develop their creative ability in various branches of science, technology and art.

#### TEACHING STAFF

##### Training

There are 6 teacher training schools in Byelorussia, which turn out teachers for elementary schools, teachers of music, singing and manual work, and kindergarten instructors.

Particular attention is given to methods of teaching all the subjects in the elementary school curriculum, to educational theory, the history of education, school hygiene and psychology. A substantial amount of time is set aside for teaching practice, in the course of which attention is given to ensuring a high standard of extra-curricular work.

At pedagogical and other institutes courses have been introduced for teachers of vocational training, while a number of technical schools are engaged in training manual work masters.

##### Further Training

A great deal has been done to improve teachers' professional qualifications by regional further training institutes and the republican institute for the professional improvement of educational staff. In the summer months, one-month refresher courses and one-week or two-week regional seminars and lecture courses were held.

More than 13,000 teachers and other public education workers received further training during the past school year.

Serious attention was given to re-training the teachers of classes I to V who have begun to use the new syllabuses and curricula, and to improving the qualifications of teachers of the polytechnical group (physics, chemistry, biology, mechanical and electrical engineering, drawing, practical classes in industrial and agricultural production).

Highly qualified teachers and lecturers, workers at the educational research institute and of the Academy of Science, were invited to deliver lectures and conduct seminars.

#### AUXILIARY SERVICES

##### Handicapped Children

In the past school year there were 27 special boarding schools with more than 3,000 children.



Children who are lagging behind in their studies on account of delicate health or inadequate education attend ordinary schools.

Each special school has medical staff to keep the children under constant supervision and to give the necessary medical assistance.

**Extra-Curricula  
Activities**

More than 55,000 school children were members of clubs, study circles, young naturalists' and technicians' stations and other extra-scholastic institutions.

The number of amateur technical circles and agricultural machinery study circles at pioneer houses is increasing. The young naturalists' stations link their work more closely with the work of pupils' brigades carrying on experimental work on collective and State farms or on experimental plots.

On 1st January, 1960, there were 91 pioneer houses, 13 young naturalists' stations, 3 young technicians' stations, 59 sports schools, 7 excursion centres, 167 children's libraries, 11,481 school libraries with more than 9 million books, a children's railway, a young spectators' theatre, etc.

A great deal of work has been done to improve cultural services for children and young people and to ensure their more active participation in social activities. The cooperation of the public and pupils' parents has been enlisted in helping the school to organize educational work outside school hours.



# CAMBODIA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — Finance — PRIMARY EDUCATION — Quantitative Development — Open-Air Classes — Model Schools — Apprenticeship Centres — SECONDARY EDUCATION — Quantitative Development — Curricula and Methods — Practical Education — TECHNICAL AND VOCATIONAL EDUCATION — Development — BASIC EDUCATION — Development — HIGHER EDUCATION — Foundation of the Royal Khmer University — TEACHING STAFF — Training — AUXILIARY SERVICES — Youth Movements

### ADMINISTRATION

#### Finance

In 1959 the Ministry of Education's budget was 708,033,120 rials or 22.54% of the whole national budget.

In 1958, the national budget reserved 597,960,100 rials for the Ministry of Education. The increase was therefore 110,073,020 rials (+18.4%).

To this sum was added 44,484,405 in foreign aid.

### PRIMARY EDUCATION

**Quantitative Development** The following are the statistics for the number of schools, pupils and teachers in primary education in 1959 and in 1960:

	1959	1960
Schools . . . . .	3,321	3,446
Pupils . . . . .	524,271	543,450
Teachers . . . . .	9,585	11,267

#### Open-Air Classes

These classes became necessary for lack of classrooms and because of overloaded time-tables, in conflict with pedagogical principals. They favour the use of active and concrete methods and, moreover, make possible the rapid education of Khmer children.

#### Model Schools

Created chiefly in the provinces these schools serve as experimental centres, where the best educators, helped by international experts, experiment with modern teaching methods adapted to the needs of every environment. All teachers from neighbouring schools take part in this research.

#### Apprenticeship Centres

In order to prevent children who have finished their elementary education from converging upon the capital, and in order to encourage manual and agricultural work, apprenticeship centres and workshops have been established to supplement theoretical instruction and to enable young people to find a trade on leaving school.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. K. DE MONTEIRO and Mr. P. C. PUNG, Delegates of the Government of Cambodia.



## SECONDARY EDUCATION

**Quantitative Development** The royal government has made great sacrifices to accommodate the flow of pupils from the country districts. The secondary education extension programme has been efficiently supported by private enterprise as shown by the following table.

<i>State Education</i>		1959	1960
Secondary schools . . . . .		30	33
Pupils . . . . .		4,805	17,513
<i>Private Education</i>			
Secondary schools . . . . .		39	48
Pupils . . . . .		7,647	8,809

**Curricula and Methods** Since last year, modern language teaching has been done by more appropriate methods. The teaching of national culture is developing thanks to the study of its origins and of the particular features of Khmer culture and civilization, and above all to the method of teaching history, which is conceived as a comparative study of cultures and civilizations, making possible better understanding between nations. Moreover, national history is taught in the context of world history. The teaching of mathematics and science has been improved as a result of a considerable increase in the number of hours taught per week and of the creation of laboratories.

**Practical Education** Practical work has been developed by means of manual work performed by pupils, teachers and by Prince Norodom Sihanouk himself, who has been so good as to help pupils to build their own classrooms. In addition, apprenticeship centres, carpentry shops and mechanical workshops are now attached to certain secondary schools.

## TECHNICAL AND VOCATIONAL EDUCATION

**Development** In Cambodia there exist two kinds of establishments for technical and vocational training; the first is under the auspices of the Ministry of Education, and the second is organized by each individual Ministry.

The most remarkable features of the year 1959-1960 are the fruitful results obtained from the founding of the board of technical and vocational training, which coordinates the activities of the various branches as necessitated by the progress of Cambodia's economic life.

## BASIC EDUCATION

**Development** Although the board of community education in Cambodia has annually made rapid progress, the year 1959-1960 was remarkable for the extension of basic education into the frontier provinces. Great efforts have been made to raise the standard of living and cultural level of Khmers in far-away regions.



At present, the board of community education has adopted three forms of education, which are: (1) basic education designed to help the inhabitants to help themselves, with the cooperation of all the Kingdom's technical services, in order to raise their standard of living; (2) special education, which constitutes a special form of basic education, intended for the inhabitants of backward frontier regions; (3) adult education, which extends basic education on a nation-wide scale. At present, basic education and adult education supplement each other, but when the great mass have already received the knowledge and principles necessary for community development, basic education will give way to adult education which will aim at an increasingly rapid rise in the national standard of living.

The number of villages where basic education is available is 289.

### HIGHER EDUCATION

#### Foundation of the Royal Khmer University

The most remarkable feature of the academic year 1959-1960 was the foundation of the Royal Khmer University, which now comprises a faculty of medicine and medical science, a faculty of law, a faculty of arts and humanities, a faculty of science and technology, and the national pedagogical institute.

Whereas the faculties of science and of law have existed for some time (known as the royal medical school and the national institute for juridical, economic and political studies), the faculties of arts and of science, on the contrary, opened their doors for the first time last November.

The former royal school of medicine was above all concerned with training health officers, and with higher medical studies as far as the third year, but since its creation as a faculty the whole course of medical studies is planned as far as the doctorate. In the same way, at the national institute for juridical, economic and political studies, now the faculty of law, there already exists a course of studies which prepares for the examination of Doctor of Laws. Then umber of students this year is 290.

At the faculty of arts and at the faculty of science, after this preliminary year, courses are planned for the beginning of the next academic year in preparation for a first university degree. These courses of study will be offered in both Khmer and French. The adoption of several languages as vehicles of speech appears ever more necessary for the strengthening and perfecting of the higher education system.

### TEACHING STAFF

#### Training

The real teachers' training centre is at Kompong-Kantuot and in the former normal school which has now become the national pedagogical institute.

The teachers being trained at Kompong-Kantuot, now numbering 567, will mostly become elementary teachers in the model schools which were opened this year.

At the national pedagogical institute this year, 95 Khmer students have graduated after obtaining their diploma as secondary school teachers, whereas last year there were only 9.



The chief characteristic of teacher training at the national pedagogical institute is that it is based on specialization according to the vocation of each future teacher without, however, sacrificing indispensable general culture courses.

The most capable of the elementary teachers may enter the national pedagogical institute by means of a competitive examination equivalent to the first part of the baccalaureate. After two years of intensive study, they take, at the same time as student teachers holding the complete baccalaureate, the teachers' examination which is the condition of their promotion to a higher department. Experience has shown that the best teachers are none other than these former elementary school teachers, who have been able to supplement their teaching experience by this special two-year training.

As for the training of Khmer upper secondary school teachers and staff for higher education, this is the chief preoccupation of the recently established faculty of arts and faculty of science.

### AUXILIARY SERVICES

#### Youth Movements

During 1959-1960 great importance has been attached to the participation of elementary and secondary school children in socially useful work in proportion to their physical and intellectual capacity. The part played by the Khmer Royal Socialist Youth Movement is extremely important and widely varied. School children of both sexes took part in a great many useful undertakings, such as helping with the harvest, with stock-raising and with the hygiene drive in towns and villages, digging cess-pools, wells, etc. They also helped in the building of schools, the fabrication of school equipment, planting trees, etc.



## CANADA

### EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Administrative Departments* — *Inspection* — *Royal Commission on Education* — *National Conference of Universities* — *Finance* — QUANTITATIVE DEVELOPMENT — *Number of Pupils and Teachers* — ORGANIZATION — *Central Schools* — *Compulsory Schooling* — CURRICULA, SYLLABUSES AND METHODS — *Revision in Progress* — TEACHING STAFF — *Training and Status* — AUXILIARY SERVICES — *Scholarships* — *Exceptional Children* — *Adult Education* — *Teaching Aids* — *Education of Indians* — *Special Publication*

#### ADMINISTRATION

##### **Administrative Departments**

The provinces of Manitoba, Nova Scotia, and New Brunswick have reorganized the administrative structure of their departments of education giving greater responsibility to directors of departmental divisions and reducing the administrative detail formerly handled by the Deputy Minister. In Manitoba, under the Deputy Minister and the newly appointed Assistant Deputy Minister, there are now six directorates: administration, curriculum, instruction, teacher training, vocational education, and special services.

##### **Inspection**

Supervisory services in Saskatchewan high schools this year underwent another reorganization. For some years now high school superintendents (inspectors) have been working in cooperation with, and acting as advisers to, local superintendents. Recently the province was divided into six zones and the number of high school superintendents increased from four to six.

In the past, boards of trustees of a school system in Ontario employing 100 or more teachers, might, but were not obliged to, appoint their own school inspectors. Recent legislation has extended this option to boards with jurisdiction over 2,000 or more pupils, and requires all boards having an average of 3,000 or more pupils under their jurisdiction to appoint their own school inspectors. The result of this change in legislation is that now more than 50% of all urban centres in Ontario employ their own school inspectors.

##### **Royal Commission on Education**

The Royal Commission which has been surveying the educational situation in Alberta for the last two years published its report, containing 280 recommendations, in November, 1959. The main points are: (1) the establishment of a permanent Alberta educational planning commission to make continuous study of the educational needs of the province and to advise the provincial

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. W. H. SWIFT and Mr. R. VINETTE, Delegates of the Government of Canada.



government, its various departments, school authorities, the university and all interested agencies; (2) research and implementation of means to improve instruction in reading, language, mathematics, spelling, writing and other subjects and greater use of audio-visual aids; (3) the extension of the school day, especially at the high school level; (4) the gradual revision of provisions for teacher selection, preparation and remuneration; (5) the requirement that all newly trained teachers possess a university degree by 1971; (6) the gradual transition from the present practice of provincially appointed divisional school superintendents to that of local appointment; (7) the provision of special programmes for gifted pupils.

The final report of the Manitoba Royal Commission was presented to the Minister of Education in November, 1959. This report, to which reference was made in the 1958-1959 report on educational progress, made recommendations on many matters not covered by the interim report of 1958. In addition to the reorganization of small school districts into larger areas, substantial changes were recommended in the education of exceptional children. Other recommendations concerned teacher training and certification, inspection, curricula, departmental organization, and vocational and technical education.

The report of the British Columbia Royal Commission, established in January, 1958, is expected later this year.

A commissioner was appointed to examine the system of school administration in Prince Edward Island with particular reference to finance. His report is expected to be published in the summer of 1960.

#### **National Conference of Universities**

The National Conference of Canadian Universities, which in 1956 was given responsibility for the distribution of federal grants to universities (about 25 million dollars annually) was replaced in 1959 by a general association, the National Conference of Canadian Universities and Colleges. This agency is responsible for the distribution of federal grants to universities except in the province of Quebec. Special arrangements were made in 1960 between the federal government and Quebec for university grants in that province.

#### **Finance**

Education budgets in all the provinces continued to increase sharply during the year. Because of the variations among the different provinces in methods of financing their school systems and in methods of calculating educational statistics, it is extremely difficult to provide current figures of any degree of reliability. However, from the figures available it would seem that there has been an approximate increase of 15% in the various provincial budgets for education over the previous year.

Among a number of recent changes in educational legislation in Quebec is an act respecting universities. Provision has been made for more financial assistance to the universities amounting to an annual total grant equal to 1.75 dollars per capita of their population and repayment has been guaranteed of any loan, as well as the interest on such loans, which the universities may contract for capital expenditure. The act also provides that any sum which the Quebec government receives from the federal government, the National Conference of Canadian Universities, the Canada Council or other federal organizations, be placed



in a fund for university development purposes as specified in the act. Previously, universities in Quebec did not accept federal aid; for several years federal grants in aid of universities have been held in trust for Quebec by the National Conference of Canadian Universities.

Further legislation in Quebec authorizes school boards to impose an education tax (not to exceed 2%) on the retail sale or purchase of all moveables, moveable effects, merchandise and articles of trade, including gas, electricity and telephone services, sold or purchased in the whole of the territory under their respective jurisdiction. Previously special legislation from the provincial government was required before school boards might impose a 1% sales tax.

#### QUANTITATIVE DEVELOPMENT

##### Number of Pupils and Teachers

Figures released by the Dominion Bureau of Statistics in May, 1959, show an over-all enrolment in 1957-1958 in elementary and secondary schools of approximately 3,600,000, of which some 43,000 pupils were in Indian, Eskimo, and Defence Department schools operated by the federal government.

Out of the seven provinces that provided figures on the number of teachers and pupils, five reported a higher percentage increase of teachers than of pupils, one reported an equal percentage increase, and only one province has a higher percentage increase of pupils than of teachers. Because of the long-standing shortage of teachers, however, these figures do not indicate that the supply is now adequate. They do, however, show the best ratio of increase that has been seen for some time.

#### ORGANIZATION

##### Central Schools

In both Ontario and Quebec there has been a steady increase in the number of central elementary schools in rural areas. The establishment of these schools, to which children are brought from the surrounding areas, is resulting in the closing down of a number of small one-room schools.

Three new regional high schools and five new central high schools were added to Newfoundland's public school system in 1959, so that now approximately one-third of the province's high school students are attending regional or central high schools.

##### Compulsory Schooling

The compulsory school age in Prince Edward Island, which was formerly 7-15 years of age, has been raised to 7-16 years.

#### CURRICULA, SYLLABUSES AND METHODS

##### Revision in Progress

Although no radical changes have been made in curricula most of the provinces are evaluating existing courses with a view to revising them.

Increased attention is being given to the teaching of French in the elementary grades. Newfoundland has decided to introduce French instruction beginning with grade V, providing that competent teachers can be found. Considerable progress has been made in Ontario in providing textbooks of Canadian authorship and publication for the regular elementary schools where French is a language of instruction. A number



of elementary schools attended by pupils whose mother tongue is English are offering experimental classes in oral French.

The Manitoba Royal Commission included among its recommendations: (a) the retention of curriculum control in the hands of the central authority; (b) instruction in conversational French and German to be introduced as early as grade I, with instruction in languages other than French or German to be permitted so long as instruction in French or German is also available from a competent teacher; (c) abandonment of the term "social studies" and of the general approach to this subject in grades V-IX and a return to the specific disciplines of history, geography, and civics.

### TEACHING STAFF

#### Training and Status

All provinces report considerably improved enrolments in teacher training institutions, higher training standards, and increased salaries for teachers.

A programme of merit awards for outstanding teachers has been inaugurated in British Columbia to provide financial assistance to teachers within the profession who wish to take additional academic or cultural courses.

The Alberta department of education, with the cooperation of the University of Alberta and the Alberta Teachers' Association, held a 1959 grade XII summer school for teachers with matriculation deficiencies.

From now on, every teacher employed by a school board in the Catholic school system will automatically become a member of the provincial teachers' federation. This has the effect of bringing Quebec regulations into line with the practice followed in other Canadian provinces.

Further legislation in Quebec has raised considerably the minimum pension for teachers in that province.

A new development at the New Brunswick Teachers' College was the beginning of a two-year course for specially selected students as a preparation for high school teaching. A limited registration of 30 student-teachers began this course in preparation for positions in junior high schools and the lower grades of senior high schools.

### AUXILIARY SERVICES

#### Scholarships

Reference was made in last year's report to scholarship, bursary and loan programmes in the provinces of British Columbia, Alberta and Newfoundland. It should be noted that similar action was taken then or since in other provinces.

The Ontario student aid programme has seen two major developments during 1959: (a) the introduction of Ontario scholarships valued at 400 dollars each available to all secondary school pupils planning to enter the university who have achieved outstanding results in the grade XIII departmental examinations; (b) the increase from 550,000 to 1,200,000 dollars in the appropriation for bursaries and scholarships, quite apart from the 3 million dollars available for student aid loans. Also noteworthy is the inauguration of the Queen Elizabeth II Scholarship Fund of 5 million dollars for the encouragement and support of post-graduate studies in Ontario universities.



Largest of the new schemes was one authorized in Quebec in 1959, which provides a 10 million dollars scholarship fund to assist needy students attending universities and specialized schools in the province and those pursuing advanced studies in foreign countries; a portion of each scholarship constitutes a loan, to be repaid after the student completes his studies. This legislation is the first to regulate formally the Quebec scholarship system.

In Saskatchewan, provincial government scholarships have been initiated to assist persons wishing to continue their formal education. Approximately 340 secondary school graduates will receive 500 dollar scholarships for their first year at college or university and approximately 60 teachers will receive 1,000 dollar scholarships to assist them to attend the university. These scholarships are in addition to the already existing student aid fund which in the academic year 1958-1959 made loans of over 300,000 dollars to students attending universities.

#### **Exceptional Children**

The problem of providing educational opportunities for exceptional children (gifted, slow-learning, and mentally handicapped) continues to receive considerable attention in all the provinces. Local school authorities educating retarded children in British Columbia now receive 50% more than the average required to educate a normal child. The Alberta school act has recently been amended enabling school boards to provide therapeutic treatment for pupils suffering from speech or other disabilities.

The Halifax school board in Nova Scotia instituted this year on an experimental basis three grade VII classes for gifted children; other localities are planning to make similar provisions.

Training standards for teachers of exceptional children are being greatly improved and most of the provinces report increased enrolments in their summer courses for the training of auxiliary education teachers.

#### **Adult Education**

In Alberta, special classes were organized for unemployed persons under the auspices of the Edmonton public school board. The cost was met by the Alberta department of education but 50% of it was reimbursed by the federal government.

A new organization, the Nova Scotia Council of the Canadian Association for Adult Education, has been formed during the past year to meet the need in this province for a central organization representing all adult education agencies and institutions in the province.

#### **Teaching Aids**

Increased interest in television as a teaching aid over the past year has led to further experiments in this field both on a nation-wide scale and on the provincial level.

The "Tan-Gau" method of teaching French to pre-school children was presented as a daily series on a nation-wide television network this year. By this method children absorb French in the same way they pick up their native tongue, by listening to French phrases repeated in a variety of situations and not attempting oral expression until the ear is attuned to the language and the understanding is clear. This series proved so useful that many elementary schools followed the broadcasts in their regular classes.



This year marked the first extensive use of television in Saskatchewan schools with programmes on music, science, current events and history being followed in approximately 900 classrooms. In Manitoba a series of six programmes directed to junior high school grades placed the emphasis on presenting concepts and ideas fundamental to an understanding of three subjects—English language, history, and mathematics. This experiment showed that it is preferable to have teachers as narrators, and also that short programmes with opportunity for immediate follow-up are most useful to teachers. Ontario has also experimented with a series of television programmes on science, art, and guidance.

For a three-week period in September, 1959, the local television station in St. John's, Newfoundland, placed its facilities at the disposal of the department of education in order to conduct classroom television programmes. With the help of volunteer teachers, 130 lessons of 20 minutes each were presented in 10 subjects ranging from arithmetic for beginners to English literature for grade XI. Films and filmstrips were used extensively for many of the programmes.

#### **Education of Indians**

The education of Indian children is under the jurisdiction of the Indian Affairs Branch. The most significant development in administration during the year was the division of the British Columbia and Yukon Region into five districts, each with a district school superintendent to supervise and administer education within the district under the direction of a regional school superintendent.

The expansion of educational services has resulted in increased expenditure. The budget for Indian education for 1959-1960 was 17,734,854 dollars compared with 15,989,404 for the previous year. There was a 5.6% increase in staff and a 1.7% increase in students during the current year. In addition to the 31,158 pupils enrolled in Indian schools, there are 9,479 Indian pupils attending non-Indian schools throughout Canada.

A special development this year was the establishment of a reading research programme in the Indian schools in the maritime provinces to isolate language handicaps and learning difficulties experienced by Indian children in learning the English language.

#### **Special Publication**

During the year the second edition of "The Organization and Administration of Public Schools in Canada" was prepared by the research section of the education division of the Dominion Bureau of Statistics. The book, describing the legal and administrative framework of the various educational systems in Canada, is supplemented by a short chapter covering the interests of the federal government in education.



# CEYLON

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Administrative Change* — *Inspection* — *Finance* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Schools, Teachers and Pupils* — ORGANIZATION — *Technical Education* — CURRICULA, SYLLABUSES AND METHODS — *Science Education* — *Handicrafts* — *Teaching of English* — *Physical Education* — *Visual Education* — TEACHING STAFF — *Training* — AUXILIARY SERVICES — *School Meals* — *School Libraries* — *Vocational Guidance*

### ADMINISTRATION

**Administrative Change** During the year a deputy director of education was appointed to be in charge of the inspection of schools. This work was previously the responsibility of the chief inspector of schools.

**Inspection** Specialized inspectors were recruited this year for supervising science teaching. These inspectors were given an intensive course of training to this end.

**Finance** The following table shows details of the budget of the Ministry of Education and Culture for 1958 and 1959, expressed in rupees.

	1958	1959	Difference
Administration . . . . .	4,224,320	4,519,515	+ 7%
Inspection. . . . .	2,408,210	2,552,274	+ 6%
Primary and secondary education:			
Government schools . . . . .	85,243,338	102,978,885	+20.8%
Assisted schools . . . . .	81,115,984	93,143,773	+14.5%
Training of teachers:			
Government schools . . . . .	2,502,461	2,745,241	+ 9.7%
Assisted schools . . . . .	199,416	379,807	+90.4%
Adult education . . . . .	120,781	137,456	+14%
Technical education . . . . .	148,271	119,520	-19.2%
Capital expenditure . . . . .	14,178,814	18,845,539	+32.9%
Midday meal . . . . .	11,917,019	11,518,076	- 3.35%
Other expenditure . . . . .	4,250,257	7,236,667	+70.25%
Total . . . . .	206,308,876	244,176,758	+15.4%

The budget of the Ceylon technical college department rose from 1,144,939 rupees in 1958 to 1,729,137 in 1959 (+51%).

<sup>1</sup> From the report sent by the Minister of Education and Culture of Ceylon.



**School Building** During 1959-1960, 212 school buildings, providing 400,000 sq. ft. of accommodation and 48 sets of teachers' quarters were built. In addition 6 workshops, 11 science laboratories, 44 playgrounds and 187 toilet facilities were provided.

### QUANTITATIVE DEVELOPMENT

#### Number of Schools, Teachers and Pupils

The number of children in schools within the compulsory age group of 5 to 14 years was 75.7% of all the children in that group. This is an improvement of 2.4% on the previous year's percentage. The following table shows the increase in enrolment at the primary and secondary levels.

	1958	1959	Increase	
Primary . . . . .	1,525,013	1,599,241	74,228	+ 4.8 %
Secondary . . . . .	478,031	542,338	64,307	+13.3 %
Total . . . . .	2,003,044	2,141,579	138,535	+ 6.9 %

The number of schools in the island increased from 7,674 in 1958 to 7,806 in 1959. Of the new schools, 117 are government schools and 15 are assisted schools. In the previous year as many as 173 assisted schools were registered. The reduction in the number of the latter is due to the decision of the government not to register any new assisted schools as from the 8th May, 1957. The few schools that were registered in 1959 had been proposed for registration prior to that date.

The total number of teachers in schools showed an increase of 6,168 (+9.9%) as against 4,449 (+8.3%) in the previous year.

### ORGANIZATION

#### Technical Education

The institute of practical technology, a gift from the Canadian government, is equipped to train 500 technicians of middle grades for industry.

The junior technical school in Galle is already functioning, while those at Kandy and Jaffna will soon start work, providing pre-vocational trade courses and courses in commerce. Emergency vocational training courses were conducted, at the request of the Labour Department.

### CURRICULA, SYLLABUSES AND METHODS

#### Science Education

General science has been introduced into all schools in the island; 400 science assistants were trained at vacation courses, with the assistance of experts from Unesco and USOM. The aim of these courses was to enable non-graduate teachers who have reached a fair standard of knowledge in science at the SSC and GCE (advanced level) to impart satisfactory education at the junior school stage in general science.

An emergency training course is being conducted at the Ceylon technical college for a group of 17 teachers, the aim being to enable these teachers to teach science in the HSC and university entrance classes of schools, using the Sinhalese medium.



Science equipment was supplied to 13 government training colleges and to 6 central schools. Tool boxes and reference books in science were issued to the larger government schools. Work was commenced during the year on the construction of 100 science laboratories.

A science syllabus for use in standards 6, 7 and 8 was completed and issued to schools. Plans have been completed for the establishment of a science teaching centre and of a new training college for science teachers.

**Handicrafts** Fifty more teachers who had completed their specialized training in handicrafts at the Maharagama training college were posted to schools. Woodwork and metalwork are now taught as one combined subject.

**Teaching of English** Increased attention was paid to the improvement of the teaching of English as a second language in schools. Training courses were organized for teachers and inspectors during school vacations. Unesco has sent an adviser on the teaching of English who has already started work on the drawing up of suitable syllabuses, the in-service training of teachers, the improvement of textbooks, etc. The radio is also being used to give courses in English to teachers and pupils.

**Physical Education** The programme of extending health education to all schools was continued. Inspectors in charge of physical education were given a residential course for 2 weeks.

A joint health council was set up, consisting of officers of the Departments of Education and Health, to coordinate health education work in schools. During the year a syllabus in health education for training colleges was drawn up. The rules governing the annual school health competition were revised. In order to ensure that the work at the centre will be suitably supported by efforts made at provincial level, divisional school health committees have also been set up.

Practically every circuit in the island now has a playground. In addition, wherever land is available playgrounds are being laid out.

**Visual Education** By a series of seminars for inspectors, lecturers in training colleges and teachers, the importance of the use of visual aids was demonstrated. Those who attended these courses were also shown how non-projected visual aids can be produced in each school without much expense. The importance of pupil participation in these projects was emphasized.

#### TEACHING STAFF

**Training** The number of teachers in training in 1959 was 4,457 (+370). Every one of the 25 training colleges is training the maximum number of teachers it can. Training colleges at Maharagama and Palaly train teachers for specialized work at the higher levels in science, mathematics, English and handicrafts, the others provide an all-round training. In addition, 600 teachers in training were trained as scout masters during the year. Every teacher in training was given a course in physical education.



### AUXILIARY SERVICES

#### School Meals

A free glass of milk prepared from CARE milk powder has also gained in popularity, thanks to efforts made during "Milk Week". The free midday meal scheme costs the government 11 million rupees. Steps have been taken to reconstitute the food committee of each school so that volunteers may help in the supervision of the midday meal as well as in its preparation and distribution.

#### School Libraries

Partly to meet the need for reference books at the HSC level and partly to increase the usefulness of libraries already in existence, a scheme for better libraries was launched during the year. A sum of 750,000 rupees was spent, which is ten times as much as the previous year.

#### Vocational Guidance

This year saw a vast improvement in the development of vocational guidance. Teacher-counsellors have been selected and trained. The value of the cumulative record has been appreciated by teachers.



# CHINA (Republic of)

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — Finance — Private Education — QUANTITATIVE DEVELOPMENT — Number of Pupils — Education for Girls — Adult Education — ORGANIZATION — Admission to Secondary Schools — Changes in Structure — New Courses — CURRICULA, SYLLABUSES AND METHODS — Curriculum Revision — Methods — Textbooks — TEACHING STAFF — Training — In-Service Training — AUXILIARY SERVICES — Scientific Research — Educational Radio — Pupils' Health

### ADMINISTRATION

#### Finance

A comparison of the education budget of the central, provincial and local governments for the academic years 1958-1959 and 1959-1960 is given in the following table (in NT dollars).

	1958-1959	1959-1960	Increase
Central . . . . .	128,222,510	155,721,878	21.45 %
Provincial . . . . .	325,361,009	367,819,171	13.05 %
Local . . . . .	631,371,163	741,376,597	17.42 %

The average increase in expenditure on education is 17.3%.

#### Private Education

In order to give school leavers more opportunities for higher education, the Ministry of Education issued regulations on 29th December, 1958, to encourage the establishment of private high and vocational schools by individuals and organizations. Six private high schools and six vocational schools have already completed registration procedures and nine public junior high schools with 306 classes have been established. Last year, only 46% of primary school pupils entered high schools.

### QUANTITATIVE DEVELOPMENT

#### Number of Pupils

The following table shows the increase in the number of pupils at the various educational levels in 1958-1959 and 1959-1960.

	1958-1959	1959-1960	Increase
Primary . . . . .	1,642,888	1,777,118	8.17 %
Secondary . . . . .	208,834	232,156	11.14 %
Vocational . . . . .	71,832	77,800	8.31 %
Teacher training . . . . .	7,211	7,244	0.46 %
Junior colleges . . . . .	3,957	4,285	8.29 %
Colleges . . . . .	8,243	8,335	1.12 %
Universities . . . . .	15,738	17,150	8.97 %

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. SUN and Mr. KUO, Delegates of the Government of the Republic of China.



**Education for Girls**

The increase of girls in schools of all levels during the academic year 1958-1959 as compared with academic year 1959-1960 is given in the following table :

	1958-1959	1959-1960	Increase
Kindergartens . . . . .	28,647	32,754	14.34%
Primary schools . . . . .	763,493	830,077	8.72%
Vocational schools . . . . .	18,015	21,342	18.47%
Teacher training schools . . . . .	3,357	3,389	0.95%
Secondary schools . . . . .	69,379	78,653	13.37%
Colleges and universities . . . . .	5,703	6,384	11.94%
Total . . . . .	888,594	972,599	9.45%

**Adult Education**

The number of classes for adults in 1959-1960 was 592, compared with 1,151 last year, i.e. a decrease of 48.57%. The number of pupils was 20,830 against 45,630 (— 54.34%).

**ORGANIZATION****Admission to  
Secondary Schools**

Experiments to admit all elementary school leavers to junior high schools without entrance examination were temporarily suspended owing to lack of funds at both Hsinchu Hsien and Kaohsiung.

**Changes in Structure**

Experiments in the 4+2 system were carried out at both the high school affiliated to the provincial Taiwan pedagogical university and Chiai girls' high school. The first four years are for general studies, while the last two are classified into two sections, the natural sciences and the liberal arts. The aim of this is to shorten the time of study by simplifying the curriculum and to adjust individual differences. The results are encouraging.

**New Courses**

The private Min-ch'uan women's commercial junior college was established last year. It offers bank insurance, book-keeping, accounting, business administration, international trade, business secretariat, etc.

The Shih-Chien two-year home economics junior college and the Tatung two-year junior college of engineering added one more year to their courses to meet academic requirements.

The provincial pedagogical university divided the department of physical education and hygiene into two separate departments.

The Cheng Kung University established two new institutes, for electrical engineering and civil engineering.

The national Taiwan university increased the number of its research institutes at post-graduate level from 12 to 17.

The Taiwan provincial college of agriculture introduced two new courses: animal husbandry and veterinary medicine.

The Taiwan provincial maritime junior college opened two new divisions: navigation administration and shipbuilding.

At Tunghai private university the chemical engineering department was transferred to the new college of engineering and an architectural engineering department was opened.



The Kaohsiung medical college opened a special department to train physicians for mountain areas.

Eleven Chinese colleges in Hongkong and one in the Philippines have been approved for registration by the Ministry of Education.

Six military academies in Taiwan have been authorized to confer bachelor's degrees in arts and science.

The national academy of arts and crafts has been reorganized as a junior college offering three-year courses in three departments.

### CURRICULA, SYLLABUSES AND METHODS

#### Curriculum Revision

The Ministry of Education appointed a special committee composed of educators, experts, and administrators to study the standardization of elementary and junior high school curricula as regards the basic subjects and time requirements, with reference to the standards of other nations. The completion of its work is expected before the end of 1960.

#### Methods

After a year's supervision, the new teaching methods for elementary schools have been adopted and extensively used. The "projector" or "co-curriculum" methods are in use for the lower and middle grades, and the "community centered" and "problem-solving" methods are introduced to higher grades. Audio-visual education is progressing satisfactorily.

#### Textbooks

To meet current needs, textbooks are carefully examined and revised annually. They are published in a larger format with coloured pictures. The first set of the new edition was completed last spring and distributed to the students by the provincial department of education free of charge.

### TEACHING STAFF

#### Training

There is a one-year special teacher training programme for (1) teaching staff whose education ceased after the junior high school, junior vocational school, or junior training school; (2) teaching staff and senior vocational graduates without training school education, to train them for administrative and teaching duties in community centre education; (3) those who have graduated from senior home economics schools, to train them for pre-school institutions and the lower grades; (4) veterans with a high school diploma who intend to offer themselves in the service of education.

#### In-Service Training

The elementary school teachers' in-service training programme has been expanded. There were eight sections last year, each attended by 130 teachers for a period of one month. So far, about 4,000 teachers have attended these courses.

### AUXILIARY SERVICES

#### Scientific Research

The national council on science development has established three special committees, namely a committee for the mathematical and physical sciences, a committee for the medical sciences and a



committee for the humanities and social sciences. These committees are to examine applications for research grants. Funds for this programme were made available by the government.

**Educational Radio**

The radio station started operation on the 29th March, 1960. The purposes of this station are to provide supplementary lessons for schools, to help young workers acquire vocational education, and for social education work.

The courses are offered in two groups: one is similar to high school work and the other is at college level. Emphasis is placed on civics, Chinese, history, geography and English. Science and technical subjects are given in every Sunday's programme. The programmes start at 6 a.m. and continue until half past midnight. Sooner or later, all the schools in Taiwan will utilize this station to develop their curriculum.

**Pupils' Health**

A general survey of the height and weight of school children has been carefully conducted by the elementary teachers' in-service training centre.



# COLOMBIA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — Finance — School Building — PRIMARY EDUCATION — Numbers — SECONDARY EDUCATION — Preparation for Revision of the Baccalaureate Course — Educational and Vocational Guidance — TECHNICAL EDUCATION — Numbers — Technical Baccalaureate — COMMERCIAL EDUCATION — Commercial Baccalaureate — RURAL EDUCATION — Rural School Centres — Courses for Adults — TEACHING STAFF — Training.

### ADMINISTRATION

#### Finance

The education budget for 1960 was 195,631,000 pesos, an increase of 25.45% over the previous year's budget. It should be recalled that in 1958 the budget was double that for 1957.

#### School Building

The Ministry of National Education has drawn up a primary school building plan providing for the construction of 35,598 classrooms over the period 1960 to 1975; of these 9,300 will be for the years 1961 to 1964.

### PRIMARY EDUCATION

#### Numbers

In 1958, out of a total of 1,834,074 children of school age, i.e. those aged 7 to 12 years, 1,177,005 attended school. To provide education for those not yet receiving it, more than 16,000 teachers' posts would have to be created.

### SECONDARY EDUCATION

#### Preparation for Revision of the Baccalaureate Course

Out of every 100 pupils who continue their studies at secondary level on leaving the primary school, 62 attend general secondary schools. Nearly 80% of those taking the baccalaureate course, however, abandon their studies before they reach the end, and only half the 20% who take their baccalaureate go on to the university. It is therefore necessary to make thorough changes in the structure and curricula of secondary education. It is hoped that the experiments carried out in pilot secondary schools will enable the revision of curricula for the baccalaureate to be successfully completed by two or three years' time.

#### Educational and Vocational Guidance

In 1960, a start was made on detecting the abilities of pupils in the first years of secondary schools and the vocational aptitudes of fifth and sixth year pupils. A guide to university careers has been published for this purpose.

<sup>2</sup> From the report sent by the Ministry of National Education of Colombia.



## TECHNICAL EDUCATION

### Numbers

There are at present 25 technical schools and 4 technical institutes attended by 4,500 pupils.

### Technical Baccalaureate

In 1959, a revision of the curriculum leading to the technical and industrial baccalaureate, an examination introduced in 1946, was undertaken.

## COMMERCIAL EDUCATION

### Commercial Baccalaureate

In September, 1959, a decree was passed introducing a commercial baccalaureate to train staff for industrial, banking, commercial, etc. firms. Those holding the commercial baccalaureate are entitled to go on to higher education and to take up the university career of their choice.

## RURAL EDUCATION

### Rural School Centres

Increases in the budget and in the number of staff have enabled several "school centres for integral education" to be set up. Special importance has been given to the training and further training of teachers for work in rural areas.

### Courses for Adults

Special courses for agricultural communities have been held in order to raise these citizens to the same cultural level as other sectors of the population. The number of courses held so far is 38; they have 52 teachers and are attended by an average of 4,000 adults. These courses are generally given in close collaboration with agricultural vocational schools and agricultural teacher training schools.

## TEACHING STAFF

### Training

The length of the course in two national teacher training schools has been extended to six years. Private training schools are being urged to complete the number of years provided for in their curricula; these efforts have been to a certain extent successful.

The number of teachers in training increases annually (5,694 in 1960, i.e. 546 more than the previous year). The number of future teachers holding scholarships is 3,280.

This year, two training schools have been designated as pilot schools.

In 1959 regulations were issued for the industrial teacher training school, which provides pedagogical training for the staff of technical schools and institutes.



# COSTA RICA

## EDUCATIONAL DEVELOPMENTS IN 1960 <sup>1</sup>

ADMINISTRATION — *New Laws* — *New Body* — *Budget* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Pupils and Teachers* — ORGANIZATION — *New Courses* — CURRICULA, SYLLABUSES AND METHODS — *Textbooks* — TEACHING STAFF — *Training* — *Status* — AUXILIARY SERVICES — *Scholarships* — *School Radio and Television* — *Pupils' Health*

### ADMINISTRATION

**New Laws** The year 1960 has been devoted to consolidating the present structure of the Ministry. Since the promulgation of the basic education act in 1957, the main task has been to draw up the legal provisions resulting from it, i.e. the law on teaching staff, the organic law, and the law on the education system.

**New Body** In view of its importance, the vocational education service has been made into a department.

**Budget** The budget for public education totalled 95,141,368 colons in 1959 and 104,737,017 in 1960, making an increase of 9,595,649 colons, or 10.08%. These allocations are only for the salaries of the teaching and administrative staff, as school health, agricultural education and school building are the responsibility of other ministries. Expenditure on education exceeds 25% of the total State budget.

**School Building** Contacts have been made with other countries with a view to solving the serious problem of school buildings. The Mexican school building programme is at present being studied.

### QUANTITATIVE DEVELOPMENT

**Number of Pupils and Teachers** The following statistics concern the number of pupils and teachers in 1959 and 1960 at the different educational levels.

	Pupils			Teachers		
	1959	1960	Increase	1959	1960	Increase
Pre-primary . . . .	4,808	5,050	+5 %	130	189	+45.4%
Primary . . . . .	188,751	202,801	+7.4%	7,960	8,112	+ 1.9%
Secondary . . . . .	25,731	27,491	+6.8%	1,326	1,484	+11.9%
Teacher training .	697	755	+8.3%	389	447	+14.9%
Nursing . . . . .	111	120	+8.1%			
University . . . . .	3,672	3,801	+3.5%			

<sup>1</sup> From the report sent by the Ministry of Education of Costa Rica.



The number of pupils in private education (included in the above figures) was as follows: pre-primary establishments, 702 in 1959 and 668 in 1960 (—4.8%); primary schools, 8,122 in 1959 and 9,122 in 1960 (+ 12.3%); secondary schools 6,404 in 1959 and 6,504 in 1960 (+ 1.5%).

### ORGANIZATION

#### New Courses

Educational organization has changed little from previous years. In 1960, three new vocational schools were opened and a new vocational diploma in agriculture was introduced.

### CURRICULA, SYLLABUSES AND METHODS

#### Textbooks

A new reading and writing book entitled "Paco and Lola" has been composed by Mrs. Emma Gamboa, dean of the faculty of education. Another textbook of the same kind has been revised by Mrs. Aracelly Rodriguez, inspectress for the teaching of reading and writing. The Porfirio Brenes primer has been re-edited and presented in an improved and more attractive form.

### TEACHING STAFF

#### Training

The preparation of new regulations for teacher training schools and of those for the pedagogical institute, which was authorized to reopen in 1960, has now been completed. At this institute, unqualified teachers in service may obtain pedagogical training. At the University of Costa Rica, a course in educational administration and inspection was again held. The university also continued its work on behalf of unqualified teachers. The organization of a rapid course has enabled in-service primary and secondary teachers to improve their knowledge.

#### Status

Teaching and administrative staff will from now onwards be considered as forming part of the civil service as regards selection and promotion.

### AUXILIARY SERVICES

#### Scholarships

The scholarship programme for study abroad has been greatly extended. About thirty persons receive these grants.

#### School Radio and Television

The department for cultural development has organized radio and television programmes which are broadcast weekly from twenty radio stations and by Costa Rican television.

#### Pupils' Health

Agreements have been signed between FAO, Unicef and WHO and the Ministries of Education, Agriculture and Health, providing for the introduction next year of a special programme covering school gardens, food and health.



# CUBA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Educational Policy* — *Decentralization* — *New Departments* — *Inspection* — *School Building* — *Public and Private Schools* — QUANTITATIVE DEVELOPMENT — *Numbers* — ORGANIZATION — *Rural Schools* — *Abolition of Specialized Primary Teachers* — *Literacy Campaign* — TEACHING STAFF — *Training* — *Status* — AUXILIARY SERVICES — *Pupils' Health*

### ADMINISTRATION

**Educational Policy** The Minister of Education made public the outlines of his educational policy in his message to the town of Santiago de Cuba on 29th November, 1959. Subsequently he held a forum on the education reform, which was attended by outstanding educators, both Cuban and foreign, and by representatives of teachers' associations and of civic and cultural institutions. The results of this consultation have been studied by the Ministry and have served as a basis for work on the laws and regulations concerning the reform. Unesco specialists have taken part in these studies.

**Decentralization** One of the most important changes has been the decentralization of administration and to some extent of technical matters, which has been made possible by law No. 76 of 1959, modified by law No. 367 of the same year and supplemented by the decree regulations of October, 1959. Under this law a provincial department has been set up in each province and a municipal department in each municipality, with extensive powers to solve the various administrative and educational problems arising in primary, secondary and vocational education. Directors and vice-directors of municipal departments must hold a teaching diploma or a doctorate in education.

**New Departments** The national education department, which has started work, will ensure the gradual correlation and coordination of the various levels of education, so providing continuity in the educational process.

The government will shortly promulgate a law on the complete reorganization of the educational services.

The national planning commission has already started work. By means of its activities, legal, technical and administrative measures will be coordinated and based on scientifically obtained data.

**Inspection** Before 1959 the inspection of schools cost 170 pesos a year per teacher inspected; in spite of this, inspection was inadequate and in some cases inexistent. The Ministry has managed to reduce this cost to 47 pesos per teacher inspected.

<sup>1</sup> From the report sent by the Ministry of National Education of Cuba.



**School Building**

The school building plan, drawn up in agreement with the Ministry of Public Works, provides for the construction of several thousand modern buildings to replace old ones. Several hundred new schools have already been built and the department of school repairs has rebuilt schools which had been destroyed and repaired and enlarged buildings which needed it.

**Public and Private Schools**

The former distinction between public schools and private schools has been abolished. There is now only one primary elementary school: the Cuban national school.

### QUANTITATIVE DEVELOPMENT

**Numbers**

In December, 1958, the number of pupils attending the primary school was 632,793. At present it is estimated that there are more than a million children at school. This figure does not include the 120,000 pupils in private schools, which also show a large increase.

At secondary level, the number of pupils in the lower stage is now about 60,000; this figure has almost trebled in a little over a year. In the upper stage there are 40,000 pupils.

In technical and vocational education, the figure of 30,000 pupils in December, 1958, has risen to nearly 40,000 at present.

In August, 1960, the population of Cuba reached 6,700,000 inhabitants, while the school-age population was 2,400,000 persons (5 to 19 years). The number of children aged 5 to 12 years, should theoretically be 1,200,000 but allowance must be made for several thousands of children aged 13, 14 and 15, who are backward in their studies and still attend the primary school. The school population at primary level may therefore be estimated at about 1,400,000 pupils.

From these figures it may be deduced that 3,000 primary classes of 40 pupils per class are still required. From now on, the government will open about 400 new classes per year to meet the needs of the progressive increase in the school population, which is estimated at about 23,000 pupils per year.

### ORGANIZATION

**Rural Schools**

The rural school population may be estimated at 800,000 children; 18,000 classes are required to educate these children, whereas on 1st January, 1959, there were only 6,579 classes. Already 3,000 have been opened and another 7,000 will be opened during this school year, to reach the figure of 10,000 laid down in the plan approved by the government.

There were formerly 33 upper primary schools in the country. These schools are to be replaced progressively by rural centres for basic technical training, which are to be co-educational and to provide a three-year course with boarding and semi-boarding facilities. They will be sited mainly in agricultural areas selected as a result of the land reform. Each centre will admit 180 pupils. The rural education department is carrying out research on the setting up of a pilot centre in the experimental



sugar-cane station at Jovellanos and another in the valley of Caney. It is also planned to set up basic naval technical schools.

New teaching aids to improve the work of rural schools are at present being prepared and distributed: school printing presses, cards for arithmetic and children's books.

The Ministry has issued the law on school cooperatives and the regulations for setting up these associations, which are related to the land reform.

#### **Abolition of Specialized Primary Teachers**

An allocation of 14 million pesos was formerly used for the employment of about 6,000 specialized primary teachers, i.e. those teaching only one subject at the primary school. In this way there were, for example, teachers who taught exclusively domestic work or physical education. The Ministry has turned these into general teachers, which has enabled the 14 million pesos to be used for the primary education of 250,000 children. With the amount spent on the salaries of specialized teachers, 7,000 general education classes might have been opened and maintained, so reducing illiteracy by at least 15% during the last 15 years.

Furthermore, the introduction of the double session and the more efficient organization of school work will enable 700 hours per year to be devoted to the instruction of each pupil.

#### **Literacy Campaign**

The national commission for literacy and basic education works at the Ministry of National Education. This commission is composed of technical officials of the Ministry, delegates from colleges of education and lecturers in teacher training schools. Courses have been organized for 1,200 teachers. Since April, 1959, 817 literacy centres have been running, with a total of 2,751 teachers and more than 16,000 pupils.

### **TEACHING STAFF**

#### **Training**

In January, 1959, Cuba required about 18,000 teachers and had only 14,000. In June and in August, 1960, nearly 3,000 primary teachers and a thousand doctors or graduates in education obtained their qualifications, so that in theory the need has been met.

In 1958, there were 40 training centres for teaching staff. These have been reduced to 11, i.e. 8 schools for primary teachers and 3 schools of education. Pupils from private schools must pass examinations before a State board of examiners.

It is estimated that under normal conditions 1,250 new teachers a year will be required.

The establishment of the higher institute of education should be mentioned; it is intended for the further training of the Ministry's teaching and administrative staff. The services of this institution were used by 5,000 teachers; it will be of great benefit to inadequately trained teachers.

#### **Status**

The Ministry has introduced new standards of selection for both the administrative and the teaching staff. The new system makes selection more objective.



Candidates for primary teaching have taken the competitive examination after accepting the Prime Minister's proposal to work on half pay in order to enable 10,000 rural classes to be opened instead of the 5,000 planned in the beginning.

#### AUXILIARY SERVICES

##### **Pupils' Health**

The department of school health has received a large amount of new medical and dental equipment. It carries out extensive prophylactic work among national school pupils by means of vaccination against poliomyelitis, tetanus, whooping cough, diphtheria and typhus.

A competition was held for 100 doctors' and dentists' posts.

All newly opened schools have a suitably equipped medical and dental surgery.

Statistics on pupils' health and an attempt at health inquiries are being undertaken for the first time; the area of Pinar del Rio has been chosen for this experiment.



# CZECHOSLOVAKIA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Reorganization* — *Finance* — *School Building* — *Free Supplies* — ORGANIZATION — *Pre-Primary Education* — *Primary Education* — *People's Art Schools* — *Secondary Schools* — *Specialized Schools and Apprenticeship Schools* — *General Secondary Schools* — *Specialized Secondary Schools* — *Secondary Schools for Workers* — *Evening and Correspondence Courses* — *Work in Production* — *Audio-Visual Aids* — TEACHING STAFF — *Training* — *Komenský Days* — AUXILIARY SERVICES — *Children's Centres and Youth Clubs*

### ADMINISTRATION

#### Reorganization

An extensive territorial reorganization of the State came into effect on 1st July, 1960. There is now a smaller number of regions and districts, which will simplify administration and form more homogeneous administrative units.

Further decentralization will accompany this territorial reorganization. National committees, in regions, districts and communes, will in the future directly administer most of the institutions in their area. In particular the competence of local and district national committees is being strengthened.

Advisory bodies composed of working people, teachers and school principals, with whom the school boards and departments of education and culture will cooperate, will have an important part to play in the educational field. With the help of these bodies, national committees will direct and control teaching and education and will organize the exchange of experience and its communication to all schools and teachers. The Ministry of Education and Culture directs the work of the committees in questions of principle.

Local national committees see to the financing of schools and out-of-school education, administer general education schools, elementary music schools, children's homes, kindergartens, children's centres, school canteens and pioneer houses and youth clubs.

District national committees are responsible for general education, pedagogical, apprenticeship and specialized schools and for the studies of working people. They also supervise the running of other educational institutions.

Regional national committees, in collaboration with social organizations, see to the development of educational institutions in their region.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. V. KRISTEK, Delegate of the Government of Czechoslovakia.



psychological and intellectual suitability of the subjects taught. These principles lie at the basis of the following distribution of time: linguistic subjects, 33.2% of the time available; social sciences, 10.5%; mathematical and natural sciences, 30.4%; aesthetic education and physical culture, 18.2%; work education, 7.7%.

A difference from the eight-year school is the introduction of political education in order to intensify ideological and moral education. Aesthetic and physical education subjects are also being increased. Education through work consists of manual work in the 1st-5th years and of work in workshops and plots in the 6th-9th years; in the 8th and 9th years girls are acquainted with the principles of sound nutrition and child care. Work education is not limited to any given subject but penetrates all school activity. Pupils will also be systematically encouraged to do voluntary useful work during their free time. Work education does not aim at professional training but is polytechnical in nature. Pupils may also use and develop their individual interests and abilities in optional subjects (foreign languages, choral singing, natural science, practical work, etc.) and in a great variety of societies e.g. technical, artistic, sports clubs, etc.

Besides the compulsory subject matter the curriculum leaves time for more detailed explanation or practice in some subjects and for studying the surrounding area. Methods of teaching are more active, and laboratory work, excursions, and meetings with representatives of public life, outstanding scientists, artists, workers, etc., are being stressed.

The draft curriculum for the elementary nine-year school was drawn up by pedagogical research institutes and commissions of scientific workers, outstanding teachers, and experts from various branches of social activity. Owing to the importance of the elementary school as the basis of the whole school system, the Ministry of Education and Culture, together with the union of educational, scientific, artistic and press workers, submitted these projects to wide public discussion. A large number of suggestions were put forward, the most important of which were used in the final draft of the curriculum and syllabuses. New textbooks are now being worked out. Groups of scientific workers and teachers will be formed to prepare them. Institutions, experts and practitioners will express their opinions about the manuscripts. A high artistic standard will be guaranteed by the fact that outstanding creative artists will be selected as illustrators.

The new curriculum will be introduced gradually from the 1st September, 1960, first of all in the first and sixth years, and by 1963-1964 in all the years. The textbooks will also be introduced gradually, usually along with the new curricula.

Sample curricula were introduced for trial in some schools in 1959-1960. These curricula, which aim at the formation of an integrated system of communist education, set concrete educational goals to be achieved not only by teaching in school but also by education outside school and in the family. They also indicate the principal methods of educational work.

#### People's Art Schools

The number of elementary music schools rose to 387. Curricula for subjects other than music have been published



for them. In addition, 8 elementary art schools were established. Teachers in elementary music schools can study at the academy of music while working.

### **Secondary Schools**

In the new Czechoslovak educational system secondary schools educate young people from the age of 15 onwards and sometimes also adult workers. These schools include specialized schools and apprenticeship schools, secondary schools for workers, general secondary schools and specialized secondary schools. According to the principles of the reorganization of the educational system, all these schools stress a closer connection between general, polytechnical and specialized education, while at the same time the contents and the extent of specialized education vary according to the purpose of the individual type of school. Studies at general secondary schools, specialized secondary schools and secondary schools for workers lead to an examination which entitles the holder to study at schools of higher education. Graduates from lower specialized schools, apprenticeship schools and vocational schools may acquire a complete secondary education by continuing their studies while working at secondary schools for workers or specialized secondary schools. Specialized education together with general and polytechnical education enables secondary school leavers to work as skilled workers or as medium technicians. Graduates of general secondary schools who do not continue their studies at higher schools can, on the basis of their elementary specialized training, acquire specialized qualification as medium technicians or employees by studying at specialized schools, or they can acquire the necessary qualification for skilled labour jobs in a shortened time. The guidance of young people into the different types of secondary school is done in conformity with the plan of economic and social development and with the interests and capacities of the pupils.

Secondary school curricula were strengthened and submitted to public consideration in the course of the 1959-1960 school year. The results of research effected at general secondary schools since 1958, the experience gained from rearrangements in the training of young workers in 1957 when schools for workers were placed under the Ministry of Education and Culture, and the first experience gained from secondary schools for workers established in 1959, were all taken into consideration. On the basis of the public discussion which ended on 31st May, 1960, the curricula for all secondary schools have been improved and new syllabuses and textbooks have been worked out. They will be introduced gradually from the 1961-1962 school year onwards.

### **Specialized Schools and Apprenticeship Schools**

The majority of young people prepare themselves for their profession by a two- or three-year apprenticeship at individual firms after completing their nine-year school. Under the apprenticeship act, each firm is bound to see to the proper education of apprentices in its own specialized schools according to the curricula and syllabuses issued by the Ministry of Education and Culture. Specialized schools give apprentices a skilled labour qualification and deepen their general and polytechnical education. Firms with a small number of apprentices provide only specialized training, while apprenticeship schools administered by the national committees provide the specialized theory and general education. Attendance at apprenticeship



schools lasts throughout the whole period of apprenticeship. Teachers at specialized schools run by firms as well as those run by national committees are employed by the State.

Under the principle of connecting school with life, the general, polytechnical and specialized theoretical education of apprentices enables them to become skilled workers in modern enterprises. Vocational training, however, remains the central concern of the education of apprentices in specialized schools. Increased general education, especially in the last years of apprenticeship, enables qualified workers to continue studying at secondary schools for workers in order to acquire a complete secondary education and thereby the possibility of studying at a higher level school.

**General Secondary Schools** The education of pupils at these schools, which are a continuation of the compulsory nine-year school, is concentrated on general and polytechnical instruction and on preparing pupils for higher education. An experimental curriculum and syllabuses which combine general and polytechnical education with basic specialized training for work in some branch of the national economy were introduced in the first years of about 25% of these schools in 1959-1960. In the subject called "principles of production" the pupils are acquainted with some branch of industrial or agricultural production.

This subject is closely connected with the knowledge they acquire in mathematics and natural science lessons. Since 1st September, 1959, the curriculum provides 4-5 hours a week for getting acquainted with the principles of production.

**Specialized  
Secondary Schools**

Four-year specialized secondary schools admit candidates who have at least one year's practice as apprentices as well as those leaving the nine-year school. The former are given priority, and later on practice as an apprentice is expected to become compulsory. Graduates of specialized secondary schools are employed as medium technicians or office employees. They may, however, continue studying at higher schools. The number of pupils at these schools is controlled by the State plan so that their number corresponds to the needs of the national economy.

**Secondary Schools  
for Workers**

Secondary schools for workers were established by the Ministry of Education and Culture in 1959. They last two years for workers who have done a three-year apprenticeship and three years for those with a two-year apprenticeship. The aim of these schools is to complete the general and polytechnical education of workers and to improve their specialized education. Those who have acquired a complete secondary education by means of these studies may either continue at higher schools or may bring their specialized education up to the standard of specialized secondary schools by a further two-year course in special subjects. Secondary schools for workers are run by the firm when there is a sufficient number of candidates and by the national committees for firms with a smaller number of employees. Courses are held either in the evening or by correspondence and follow the curricula and syllabuses of the Ministry of Education and Culture. Workers who study at these schools receive special concessions as regards conditions of work.



**Evening and  
Correspondence Courses**

The number of persons who study while working is steadily increasing. Evening classes and correspondence courses have been organized for them in general secondary schools, in specialized schools and in specialized secondary schools. Short and long courses have also been held in these schools on certain specialized subjects. In large firms, vocational schools have been opened for workers of mature age who have extensive specialized experience. It is the Ministry of Education and Culture which supervises the training of workers. Workers who study enjoy certain advantages in the firms which employ them.

**Work in Production**

The principles for securing work in production for pupils were laid down in the government decree of 23rd October, 1959.

General and specialized secondary school pupils mostly work in selected firms where they have occasion to get acquainted with progressive technology and modern organization of production. They are not considered as workers or apprentices. They are given work which corresponds to the syllabus for the branch concerned and to the productive possibilities of the firm.

The pupils' health is supervised by regional and district health institutes which examine the pupils upon entrance and periodically thereafter and decide on the ability of each individual student to work in the chosen branch of production. The firm is responsible for the safety and health protection of the pupils during work, which must always correspond to their age and physical abilities.

There is close cooperation between schools and firms, usually based on bilateral agreements. The schools continue to supervise their pupils' education. On the other hand the pupils participate in the activities of the firms' social organizations.

Qualified employees, mostly engineers in the branch concerned, teach the principles of the theory of production.

The results obtained show that the pupils draw much profit from the union of teaching with productive work. The detailed knowledge they acquire of modern techniques helps to improve their theoretical studies, especially in physics, chemistry, biology and mathematics; they acquire a sense of accuracy and order and of the correct organization of physical and mental work. A solid bond of working fellowship is formed between them and the workers in the firms.

**Audio-Visual Aids**

Audio-visual aids play a special role in education. Pedagogical research institutes and the institute of specialized education are investigating methods of using the radio, television, film, gramophone and tape-recorder for teaching various subjects. The administration of radio and television, and firms producing films etc., are concerned with the full exploitation of these aids in schools. Production is engaged in solving the problem of producing suitable types of school gramophone and tape-recorder. The State educational publishers worked out a complex plan in 1959-1960 for the gradual equipment of all schools with modern teaching aids.

The school broadcasting service has already considerable experience and helps schools with its programmes, which are adapted to the syllabuses.



There are some difficulties in schools where pupils of different years are all in one class and where the teacher must teach different material according to the age of the pupils. Television is already being used in some schools, but its full use in all schools depends on its further development and on the production of programmes which correspond to the teaching, educational and time requirements of the school. It will be possible to eliminate some shortcomings by recording school radio and television broadcasts on tape. This will also contribute to a greater use of the tape-recorder in schools.

The school film has been an important teaching aid for a long time. There are about 650 titles in school film centres. Many of them have been highly estimated at international festivals for their educational content and artistic achievement. Gramophone records are also used to a great extent during classes, especially for music, the mother tongue and foreign languages. Future teachers are taught how to use the new school aids and technical means in the most effective way.

### TEACHING STAFF

#### Training

Training schools for future teachers must, in their functions, organization, and content of teaching, correspond to the evolution of socialist society and to its constant evolution. The method of training teachers was reorganized in 1959-1960. With the exception of kindergarten teachers, whose training remains at secondary level, all teachers now receive a higher education.

Under the government decree of 31st July, 1959, the former pedagogical schools for primary teachers and senior pedagogical schools for teachers of the 6th-8th years were abolished and higher level pedagogical institutes were established in every regional chief town. These institutes train teachers for nine-year schools and come under the regional authorities, but their officials are appointed and paid by the Minister of Education and Culture.

Departments for pedagogical and scientific work are being formed at these institutes. The control and administration of this work is the responsibility of the Ministry of Education and Culture, as in all other higher level schools.

Apart from studies for teachers of the 1st-5th years in general schools, the institutes are also organizing correspondence courses for the training of teachers for the 6th-9th years.

Pedagogical institutes also train teachers for work in special schools.

In the future, teachers for general secondary schools and teachers of general subjects at specialized schools, specialized secondary schools and apprenticeship schools will obtain their education exclusively at the university. Higher pedagogical schools, which used to fulfill this task along with universities, began to be abolished gradually in the 1959-1960 school year. University studies are now based on the principle of connecting school with life.

Teachers of specialized subjects, e.g. graduates of higher technical schools, higher agricultural or economics schools, etc., will receive pedagogical training in the institutes.



Pedagogical institutes as well as the other higher schools which train teachers will, beginning with the 1960-1961 school year, organize postgraduate study by means of which teachers may extend their knowledge or acquire scientific degrees.

#### **Komenský Days**

Since 1958, teachers in pedagogical institutes and schools have met at the end of the school year for a week's discussion of topical educational questions and for an exchange of experience in Uherský Brod, the birthplace of Jan Amos Komenský. The main reports, proposals and conclusions of the discussion at these meetings are published so that all teachers may become acquainted with them.

In 1960, the Uherský Brod Days of J. A. Komenský were devoted to the development of the Czechoslovak school system during the third five-year plan. Reports of practising teachers on the main problems of education and teaching in individual subjects were read as in past years. Special stress was laid on the use of modern technical teaching aids such as the film, radio, television, etc. An exhibition of these aids, which are of growing importance in modern schools, was organized for the participants. The problem of the cooperation of writers with schools for literature lessons will be discussed at meetings of teachers with Czech and Slovak writers.

### AUXILIARY SERVICES

#### **Children's Centres and Youth Clubs**

Plans for the new curriculum of the nine-year school and discussion of them showed the need for unity between school and out-of-school education and stressed the importance of care for children during their free time. Children's centres are established in 2,670 schools and have 4,664 departments. They are attended by 170,000 children. The increase in the number of children's centres, departments and pupils almost doubled in 1959 in comparison with 1958.

Youth clubs for the education of sixth- to ninth-year pupils out of school time and during the vacations have been established as an experiment in some general schools. The aim of these clubs is to supervise the pupils' physical and mental development and to organize their leisure activities and sports so that they may make the best use of their time in accordance with their personal interests, and prepare themselves well for their lessons.

Children's centres (which care mostly for pupils in classes I to V) and youth clubs are an organic part of the school, whose principal is responsible for their activity. The pioneer organization of the Czechoslovak youth union plays a leading part in children's centres and in youth clubs. In conformity with the educational role of the school, a programme called "What a Pioneer Should Know" is covered gradually. The attendance of children at children's centres and youth clubs is voluntary.

The improvement of educational work requires constant consideration of the children's age and interests. The programme of activities should be related to the school curriculum. A two-year course was therefore



established for selected unqualified educators, who receive the pedagogical training required without interrupting their work.

The help of parents and intellectual workers is often engaged in running clubs, lectures, excursions, etc.

Increased care for day-school children outside class time will be introduced experimentally at the beginning of the 1960-1961 school year.



## DENMARK

### EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — Finance — School Building — QUANTITATIVE  
DEVELOPMENT — Number of Pupils — ORGANIZATION — Youth Schools —  
Residential Youth Schools — Folk High Schools and Agricultural Courses —  
CURRICULA AND SYLLABUSES — Revision — Eighth and Ninth Primary Classes  
— Secondary Education — TEACHING STAFF — Shortage

#### ADMINISTRATION

**Finance** State grants for education in the financial year 1st April to 31st March, 1960, compared with those of the previous year (in Danish crowns) were as follows:

	1958-1959	1959-1960
Central administration . . . . .	3,261,207	4,163,199
Primary schools . . . . .	325,050,423	386,037,642
Private primary schools . . . . .	7,260,000	9,070,000
Further education . . . . .	30,104,845	36,272,425
Teacher training . . . . .	19,068,195	22,351,930
Pedagogical institute and State pedagogical library . . . . .	639,227	679,346
Tape-recording centre . . . . .	9,500	110,725
Other educational expenditure . . . . .	11,526,410	11,461,310
Education in the Faeroes . . . . .	1,953,005	2,020,610
Higher schools . . . . .	76,978,893	102,379,746
Total . . . . .	475,851,705	574,546,933

The increase is therefore 98,695,228 crowns (+ 20.78%).

The budget of the Ministry of Education includes, besides the amounts listed above, grants to institutions of higher education, libraries, archives, museums, art, etc. The total expenditure of the Ministry in 1959-1960 amounted to 796,761,720 Danish crowns, i.e. about 12% of the total budget of the State.

To State expenditure on education must be added that of the local authorities, which, however, is a rather smaller sum.

**School Building** As in previous years, school building has been hampered by limited allocations of materials. Thus, of the quotas of materials made available for school building in 1959-1960, a very large proportion was allocated to work already begun, while the starting of new school building has been limited to the most essential needs.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. V. MARTENSEN-LARSEN, Delegate of the Government of Denmark.



# ETHIOPIA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Administrative Services* — *Adult Education Committee* — *Inspection* — *Finance* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Pupils* — *Number of Teachers* — ORGANIZATION — *Pilot Schools* — *Commercial Education* — *New Courses* — *Women's Education* — CURRICULA, SYLLABUSES AND METHODS — *Remodelling of Curricula* — *Methods and Techniques* — *Textbooks* — TEACHING STAFF — *Training* — *In-Service Training* — *Status* — AUXILIARY SERVICES — *Nutrition* — *Physical Education* — *Playgrounds* — *Handicapped Children* — *Music and Art* — *Youth Movements* — *Scholarships*

### ADMINISTRATION

**Administrative Services** Administrative reorganization within the Ministry's three main divisions—programmes, administration and inspection—is going apace. A provisional reorganization chart, together with a thorough description of the duties and functions of each section of the Ministry of Education has recently been submitted to higher levels of government for study.

#### Adult Education Committee

Since community education is such a large project, and since it is the concern of many organs of government, a standing committee has been set up. Members of this committee include representatives of the Ministries of Education, National Community Development, Public Health and Agriculture and of His Majesty's Welfare Trust. The aim of the committee is to establish a national adult education association centre, which will later become affiliated to the international body.

#### Inspection

In Addis Ababa, school inspectors work under the supervision of the inspection section of the Ministry, and in the provinces, under the provincial education officer. During the past year a new division was set up for secondary school inspection. The well qualified young men who form the team are carrying out a thorough survey of current practices in secondary schools with a view to recommending measures which would contribute to more effective and efficient administration at this level.

#### Finance

The budgets of the Ministry of Education for 1959-1960 (in Ethiopian dollars) and the increase over the previous year are as follows:

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. T. TERREFE, Delegate of the Government of Ethiopia.



	1959-1960	Increase	
Central treasury . . . .	22,500,000	800,000	+3.6%
Education land tax . .	8,800,000	200,000	+2.3%
Total . .	31,300,000	1,000,000	+3.3%

The national treasury grant covers the cost of central administration, elementary education in Addis Ababa and secondary and higher institutions throughout the country. It also includes grants to community education as well as grants to Eritrea. The regular budget for Eritrea is set up by local government and is not shown here. These figures are also exclusive of other educational institutions not directly operated by the Ministry of Education, and special grants of technical assistance.

Education land tax receipts are dedicated to the maintenance and development of elementary education in the twelve provinces. The taxes collected in one year are available for expenditure in the following year.

**School Building** Work undertaken by the Ministry's architecture department has continued. In 1958-1959, 49 elementary classrooms and 53 secondary classrooms were completed (102 in all) and in 1959-1960, 64 elementary classrooms and 91 secondary classrooms were completed (155 in all). The percentage increase was 30.61% for elementary and 71.7% for secondary classrooms.

The completion of the secondary school classrooms represents the construction of complete and modern secondary school buildings in each provincial capital. This will lessen the pressure on the Addis Ababa secondary schools, and contribute to the gradual abolition of boarding at the secondary level. These schools, built to house upwards of 400 students each, will be operating fully at the beginning of the next school year.

In addition, work on the extension to the teacher training school at Harar continues. It is expected that this sorely needed building will be complete within 18 months.

Church, mission and private schools also continue to provide classrooms and boarding accommodation at both elementary and secondary levels. In the capital, a new boys' school built by a private organization to accommodate 600 boys has recently been inaugurated. Similarly, the Nazareth Girls' School, recently constructed, accommodates 800 girls. A new extension for 200 more girls will be completed by the beginning of the new school year.

The Ethiopian Orthodox Church and communities all over the Empire have constructed upwards of 200 low-cost classrooms which will need to be provided with equipment and staff next year.

## QUANTITATIVE DEVELOPMENT

**Number of Pupils** The following table shows the number of pupils at the various levels of the education system, including the University College of Addis Ababa, but excluding specialized schools operated by Ministries and departments other than the Ministry of Education, Ministry of Agriculture, Ministry of Public Health, Ministry of Commerce, Civil Aviation and Telecommunications Agencies. It is also exclusive of all



The building research committee's work in 1959-1960 included an investigation of the number of classrooms needed in primary schools. This will probably result in a report on the building programme for town and village schools. The committee has also begun an investigation of the problems involved in the provision of specially equipped subject rooms.

In August, 1959, two grammar schools have been given new and larger buildings. In the course of the year, the modernization and extension of three State grammar schools and two municipal grammar schools has been begun or continued, while the building of others is in the planning stage. Moreover, permission has been given for the establishment of four new municipal grammar schools, but detailed planning of these has not yet begun.

### QUANTITATIVE DEVELOPMENT

#### Number of Pupils

The number of pupils in the primary schools of the urban authorities on 31st December, 1958, was 236,137, an increase of 4,451 over the number on 31st December, 1957. The corresponding figure for the rural authorities was 274,350, a decrease of 827 compared with the figure for 31st December, 1957. The total number of children in State primary schools at the end of 1958 was therefore 510,477 (+ 0.71 %).

### ORGANIZATION

#### Youth Schools

In December, 1959, the Minister of Education brought in a bill setting out three types of youth school: (1) the general youth school for those between 14 and 18 years of age; (2) a vocationally biassed youth school for those between 15 and 18; and (3) a youth school providing a two-year course for those between 14 and 18, which in content and in the qualification it gives corresponds to the 8th or 9th class in the primary school.

That voluntary youth courses shall take place by day and not in the evening, is considered to be of crucial importance. This means that the young people must be released from their work to enable them to take these courses. The bill therefore provides that those between 14 and 17 may be so released for one half-day a week without loss of wages. Those engaged in agriculture are exempted in the summer half of the year.

In order to stimulate the establishment of day youth schools, it is proposed that the grant in aid of teachers' salaries for such courses should be increased from 75% to 85%, so that the proportion falling on the local authority or organization responsible is reduced to 15%.

To make attendance easier, grants may be made towards the pupils' travelling expenses when they must travel beyond a certain distance in order to attend a youth school.

#### Residential Youth Schools

The possibility of establishing residential youth schools has hitherto been very little used; there are only three such schools. It is considered important that this type of school should be maintained with the special aim given by its connexion with the youth school. Special measures are being introduced to develop these residential schools and facilitate attendance at them.



### **Folk High Schools and Agricultural Courses**

In 1958-1959, there were 65 State-supported folk high schools with about 7,200 pupils, and 30 agricultural courses, with about 3,400 pupils. The number of pupils continues to increase. The figure given above for the folk high schools does not include those attending the short courses of 14 days or a month that are held in the summer and are attended by about 1,000 students from the towns.

The committee on the folk high schools set up by the Ministry of Education finished its work in the spring of 1960 and will publish its report in the early summer.

## **CURRICULA AND SYLLABUSES**

### **Revision**

The curriculum committee of the Ministry of Education, mentioned in last year's report, published its recommendations in April. The committee has undertaken a redistribution of the subject matter as required by the new structure of the Danish primary school introduced by the law of 7th June, 1958, and started on a general revision of the content of a number of school subjects.

Every effort has been made to give room to the contemporary, while promoting the use of individual work, group work, etc.

### **Eighth and Ninth Primary Classes**

Before the law was passed, experiments had been made in which children in the 8th and 9th classes were divided according to a particular vocation. The curriculum committee recommends the system by which the children, while all taking together a number of general subjects, are allowed to choose a number of vocationally biased optional subjects also.

According to the proposals of the committee, the following are considered as general subjects: Danish language and literature, arithmetic, book-keeping and perhaps mathematics, divinity, historical, geographical and biological topics, vocational guidance, commerce, the family, civics and physical education.

About 24 hours a week will be needed for general subjects in the 8th class, and about 20 in the 9th. This leaves 10 hours for the optional subjects in the 8th, and 14 hours in the 9th class. The following are examples of optional subjects: practical work (in the workshop, or the handicraft room at school), domestic work, needlework, English, German, typewriting, geography, physics, biology, advanced book-keeping, mathematics.

### **Secondary Education**

The curriculum committee for the grammar school is continuing its work, but there is nothing to report yet.

The experiments in various grammar schools in music, Russian and biology have been continued and an experimental sociology division has been started at one State school, with the aim of interesting the pupils in international collaboration, while at the same time giving them some knowledge of the sociological problems of their own country. Finally, a number of schools have begun to give systematic vocational guidance, which will become compulsory under the new education law.



## TEACHING STAFF

**Shortage**

There is still a very great shortage of teachers. To ease the situation, extensive use is still made of the students in training colleges, while the Ministry has recommended that the local education authorities should consider reducing the number of lessons per week in the primary schools.

The fullest possible use is being made of the capacity of all the teachers' training colleges in the country. In August, 1959, 59 new classes were started, making the total number of students at the beginning of the school year 6,574, an increase of about 330 compared with the number in August, 1958. Of these students, 4,832 (2,620 men and 2,212 women) are taking the four-year course, and 1,742 (741 men and 1,001 women) the three-year course. About 1,460 took the leaving examination in the summer of 1960, and with this number it will be possible to meet some part of the existing shortage of teachers.

At the training colleges for teachers of small children, there were in the year under review 181 students, of whom 34 qualified and left.

As in previous years, the Ministry, in consideration of the shortage of teachers, has permitted third-year students from the four-year course to act as supply teachers in the primary schools for three months, and second-year students from the three-year courses for two months. One month of this, for both groups, is deducted from the normal three months' teaching practice.

In the current school year, permission has been given for the establishment of three more private training colleges. These will begin functioning in August, 1960.

The year has been marked by the steadily increasing shortage of secondary school teachers, especially in science subjects. A number of long-term proposals have been made: the appointment of more married women, the use of graduates during their post-graduate pedagogical training, the use of part-time teachers, and the appointment of graduates as supply teachers, etc.

There are also a number of proposals for short-term arrangements, including the reappointment of retired teachers who would receive both salary and pension, possibly the appointment of foreign teachers, release of graduates from the *real* school for service in the grammar school, a possible reduction of the double *real* classes to single classes; doubling of parallel classes in certain subjects where the shortage of teachers is acute, particularly mathematics, a special intensive course for graduates in one subject only, the appointment of other types of graduate, and the release of young graduates partly or wholly from military service.



# DOMINICAN REPUBLIC

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *New Headquarters of the Secretariat of State for Education* — Finance — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Schools, Pupils and Teachers* — ORGANIZATION — *Literacy Campaign* — *School Equipment* — TEACHING STAFF — *Training* — *Further Training* — *Status* — AUXILIARY SERVICES — *Pupils' Savings* — *Pupils' Health* — *Physical Education* — *International Collaboration*

### ADMINISTRATION

#### **New Headquarters of the Secretariat of State for Education**

Educational development will be facilitated by the removal of the Secretariat of State for Education to its new building, which was inaugurated on 16th August, 1959. All services and departments are now together and can meet all the requirements of educational organization.

#### **Finance**

The budget of the Secretariat of State for Education and Fine Art for 1959 totalled 10,372,488 Dominican pesos, i.e. an increase of 228,479 pesos over the previous year (+2.25%).

#### **School Building**

Budget allocations for the construction of the Secretariat of State for Education's new building, the stadium at San Pedro de Macoris, the "Espana" and "Angelita" schools at Ciudad Trujillo and the Monseñor Nouel school centre totalled 2,593,644 pesos. In addition, many school buildings were improved with the assistance of the parents and friends of the school who gave 172,734 pesos for the construction and repair of schools in rural areas.

A sum of 132,953 pesos was set aside for the renovation of school equipment and the purchase of teaching material.

### QUANTITATIVE DEVELOPMENT

#### **Number of Schools, Pupils and Teachers**

In 1959 there were 5,190 public and private schools, 519,223 pupils and 23,017 teachers, including those in the adult literacy units. A total of 1,615 secondary school leaving and primary teachers' diplomas were awarded and 22,909 primary, intermediate and vocational school leaving certificates.

### ORGANIZATION

#### **Literacy Campaign**

The literacy campaign continues to grow; efforts are directed to seeing that not a single illiterate person remains in the country when the centenary of the restoration of the Republic is celebrated in 1963. It is interesting to note that last year 12,231 adult

<sup>1</sup> From the report sent by the Secretariat of State for Education and Fine Art of the Dominican Republic.



literacy courses were held, attended by 250,974 persons of both sexes, of whom 77,764 became literate and 41,989 completed their basic education in the second course. This campaign was made possible by the government grant of 875,308 pesos and by a contribution of 265,821 pesos from private enterprise and individuals, making an over-all total of 1,141,129 pesos.

#### **School Equipment**

About 400 charts were distributed to improve the teaching of natural science, and in order to give the teaching of physics and chemistry a more practical bias the 12 main secondary schools have been provided with laboratory equipment.

### **TEACHING STAFF**

#### **Training**

The content of the curriculum in teacher training schools has been strengthened.

#### **Further Training**

The plan for the further training of teaching staff was started in February. Throughout the country, 200 educational study centres were set up and 8,000 teachers attended them. These centres have specialized libraries and possess the brochures that the Secretariat for Education compiles and prints for periodic distribution to every teacher. These pamphlets have proved so useful and topical that several American countries have asked for copies for their own teachers. One aim of the further training plan is to enable capable teachers without the required diplomas to obtain them. The extraordinary increase in the number of schools over the last few years has obliged the government to call upon the services of persons without the training required by law.

Courses have also been held for school inspectors, head teachers of primary schools, mathematics teachers in secondary schools, head teachers and staff of commercial schools, teachers in rural teacher training schools, industrial arts teachers and above all for the 5000 rural and urban teachers who attend classes for one month at the centre in their respective districts in order to improve their knowledge and methods with a view to the use of primary school syllabuses.

The first three issues of the educational encyclopedia of the Dominican teacher, published and printed by the Secretariat of State for Education, have been distributed in 24,000 copies.

Furthermore, 180 educational libraries, with a total of 5,000 books, have been opened so that teachers may acquaint themselves with modern trends in education.

#### **Status**

The lottery system introduced by the Pro-Viviendas association for assisting teachers in State service has provided a house for each of 70 teachers. The total cost was 183,750 Dominican pesos.

### **AUXILIARY SERVICES**

#### **Pupils' Savings**

The development of school cooperatives and of pupils' interest in saving should be mentioned. School cooperatives extended last year to 798 schools, with the participation of 248,450 pupils. This brings the total number of schools which have included these activities in their curriculum to 2,307.



**Pupils' Health**

The school medical service, in collaboration with other official institutions which do voluntary work on behalf of schoolchildren's health, gave free medical care to about 10,000 pupils.

School holiday camps at Boca Chica and Jarabacoa accommodated 500 children, which is twice the number taken in previous years.

**Physical Education**

The general department for physical education in schools has introduced new programmes for competitions and educational games. The San Pedro de Macoris stadium, which cost 1,152,908 Dominican pesos, was inaugurated under the scheme for building stadiums. A great deal of interest was shown in the "24th October" professional baseball championships. The Dominican Republic took part in the Pan-American Games held in Chicago (U.S.A.). Work has continued on fitting up sports grounds and providing sports equipment.

**International Collaboration**

In the field of international collaboration the following should be mentioned: the publication of the Education Review and of the Bulletin of the Dominican Commission for Unesco, this last with the cooperation of Unesco; the opening of the Dominican stand at the Permanent Exhibition of Public Education of the International Bureau of Education in Geneva; the extension of the convention with the Inter-American Cooperative Education Service, which makes a valuable contribution to the development of the country's rural schools; and the organization of a psychometric service with the cooperation of a specialist from Unesco.



# ECUADOR

## "EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *New Bodies* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Teachers and Pupils* — TEACHING STAFF — *Training* — *Further Training* — *Conditions of Service* — AUXILIARY SERVICES — *Educational and Vocational Guidance* — *Social Assistance to Schoolchildren*

### ADMINISTRATION

#### New Bodies

An emergency law-decree has set up a department of educational planning as an advisory body of the Ministry of Education and of each of its branches. The functions of the new department will be, among other things, (a) to undertake and coordinate an inquiry into the cultural, social, economic and financial position of the country; (b) to study the state of national education at all levels and in all branches; (c) to work out, on the basis of educational research, an over-all plan for education covering short-term, medium-term and long-term action, taking into account the country's requirements and available resources; (d) to implement and supervise educational plans at the various levels and to evaluate results; (e) to organize, advise and supervise the pilot institutions which must be set up for purposes of experiment, demonstration and the evaluation of the plan's results.

The planning department will deal with the development of the school inspection service. Furthermore, foundations for the improvement of educational inspection in accordance with modern conceptions and techniques were laid at the seminar for national education officials which took place from 26th September to 2nd October, 1959.

An educational and vocational guidance service has also been set up at the Ministry.

#### School Building

The government has made a loan of 16 million sucres to finance the school building programme; this sum has been used for the most urgent work.

### QUANTITATIVE DEVELOPMENT

Number of Teachers and Pupils	1958-1959 Teachers	Difference from 1957-1958	1958-1959 Pupils	Difference from 1957-1958
Pre-primary education . . .	247	— 6.39%	10,444	+7.01%
Primary education . . .	12,611	+ 1.9 %	529,224	+5.5 %
Secondary education . . .	5,164	+10.81%	57,861	+7.46%
Higher education . . . .	876	+ 9.63%	7,313	+9.12%

<sup>1</sup> From the report sent by the Ministry of Education of Ecuador.



## TEACHING STAFF

**Training** The last seminar on the planning of teacher training (28th November-3rd December, 1959) made a recommendation on the training of teachers. Previously, there were two types of teacher training establishment in the country, the colleges of educational science, with a six-year course which trained teachers for urban schools, and the rural teacher training schools, with a four-year course for the training of rural teachers. The seminar was of the opinion that as the aims of national education are everywhere the same, the whole country should have the same type of teacher. It therefore recommended to the Ministry that teacher training establishments should be reorganized on the basis of a six-year course for all, with the same curriculum and syllabuses, so that all teachers obtain the same diploma and the same rights as regards salaries.

The curriculum of rural training schools now includes certain subjects related to basic education, such as rural sociology and economics, so that future teachers in rural areas may receive guidance in work suited to the development of the community.

**Further Training** During the month of August, 1959, an important course was held under the auspices of the Ministry and the national union of teachers. About 500 primary teachers from the various provinces of the country attended. The main aim of this course was to provide training for teachers wishing to rise in the salary scale.

**Conditions of Service** The National Congress published a decree at the beginning of November whereby teaching staff are to receive an allocation of 200 sucres. In addition, there are plans to increase teachers' basic salaries.

## AUXILIARY SERVICES

**Educational and Vocational Guidance**

The Ministry's new educational and vocational guidance service has organized research work on the basis of individual record cards at primary as well as secondary level. The card for primary school pupils contains social and economic, biological, affective and psychological information and indications of the pupils' characters; all this enables a better diagnosis to be made of their abilities so that they may be suitably guided when they enter secondary education. Card No. 2, for secondary level pupils, includes the following data: state of health, height, weight and measurements, social and economic situation, psychological make-up, etc.

**Social Assistance to Schoolchildren**

The school meals service has been reintroduced, and the Ministry also provided for the distribution of shoes at Christmastime to thousands of children from homes with limited means. An institution called *Patronato del niño*, an organization for social assistance to children, has been set up. It has begun its charitable work and the results obtained are very promising.



# EL SALVADOR

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Preparation for Administrative Changes* — Finance — *School Building* — QUANTITATIVE DEVELOPMENT — *Numbers* — CURRICULA AND SYLLABUSES — *Syllabus Revision* — TEACHING STAFF — *Shortage* — *Training* — *Status*

### ADMINISTRATION

#### Preparation for Administrative Changes

Since 1959, there have been no changes of importance in the current system of educational administration, but the government hopes to make some innovations next year.

#### Finance

The budget of the Ministry of Culture for 1960 totals 32,953,411 colons (13,181,364 dollars). This is the highest budget so far recorded in the history of El Salvador. It represents 18% of the general budget and shows an increase of 0.7% over the previous year. The budget for 1961 will be still higher.

#### School Building

A school building plan is in the process of execution, especially in rural areas. The institute of rural colonization has made an effective contribution to the implementation of this plan. In 1959-1960 were built: (a) 76 classrooms with accommodation for 3,040 pupils, at a total cost to the Ministry of Culture of 489,858 colons; (b) 56 classrooms with accommodation for 2,240 pupils, at a total cost of 375,408 colons provided by the Ministry of Culture and the institute of rural colonization. To these must be added 46 more classrooms with accommodation for 1,840 pupils, erected under the cheap building scheme at a total cost of 124,292 colons.

### QUANTITATIVE DEVELOPMENT

#### Numbers

The following statistics show the number of pupils and teachers in the different types of school in 1959-1960.

	Schools	Pupils	Teachers
Kindergartens . . . . .	121	12,978	413
Primary schools . . . . .	2,445	183,070	7,330
Emergency primary schools . . . . .	2,400	124,334	804
Secondary education . . . . .	132	18,884	1,257
Commercial education . . . . .	23	8,669	509
Technical education . . . . .	4	1,086	126
Teacher training . . . . .	13	2,134	265
Total . . . . .	5,138	351,155	10,704

<sup>1</sup> From the report sent by the Ministry of Culture of El Salvador.



## CURRICULA AND SYLLABUSES

**Syllabus Revision**

Teacher training school syllabuses and those for primary schools are in course of revision. There are plans for a general reform of secondary school syllabuses.

## TEACHING STAFF

**Shortage**

The government proposes to train 12,000 teachers under an eight-year plan, in order to solve the problem created by the increase in the school population.

**Training**

A draft plan for setting up an institute of further training for teachers has been drawn up by Ministry officials and submitted to the national board of education for approval. In its report the board stated: "We recognize the urgent need to emphasize the further professional training of many teachers who are giving instruction in the schools of the Republic, with and without qualifications, at both primary and secondary level". About 50% of the total number of teachers now in service have no diploma and must receive pedagogical training. Out of 7,064 teachers in the various schools at the end of 1959, 3,912 have no diploma. For the time being, an emergency measure has been taken, i.e. the opening of evening training schools.

**Status**

The Ministry of Culture has given encouragement in various ways to teachers who have shown themselves to be outstanding in their work, e.g.: (a) promotion under the regulations; (b) scholarships for study abroad; (c) special prizes and diplomas. Schools have also been awarded the "Teachers' Fraternity" prize, which consists of a diploma and a sum of 500 colons (200 dollars).



Ethiopian church, private and mission institutions at elementary and secondary level.

	1958-1959	1959-1960	Increase
Elementary schools . . . . .	158,005	170,658	8 %
Technical and vocational schools . . . . .	3,648	3,680	0.87 %
Secondary schools . . . . .	4,496	5,273	17.28 %
Post-secondary institutions . . . . .	760	804	5.78 %
Total . . . . .	166,909	180,415	8.09 %

#### Number of Teachers

In 1959-1960 there were 4,298 Ethiopian teachers against 4,093 in 1958-1959 (+5%). In 1959-1960 there were 510 foreign teachers, against 630 in 1958-1959 (-19%). The total number of teachers in 1959-1960 was therefore 4,808 against 4,723 in 1958-1959 (+1.8%). In 1960, the 4,808 teachers included 4,234 men and 574 women.

### ORGANIZATION

#### Pilot Schools

The second year of the new elementary school pilot project has been completed. On the basis of a revised programme of studies, designed to meet more closely the needs of the Ethiopian child, six years of elementary schooling in Amharic, the national language, have been completed by pupils in selected schools. These pupils have been given a test and successful candidates are awaiting placement in the new secondary school programme.

It is planned to alter the education sequence as follows: six instead of eight years' elementary schooling, and five (two lower, three upper) years of secondary schooling instead of four.

#### Commercial Education

Considerable modifications are being made to the stages and sections of the commercial school in Addis Ababa. Previously, this was a four-year course for secretaries and junior accountants. The school will now offer a two-year technical course for typists, a two-year clerical course and a special one-year course for typing assistants and bilingual (Amharic/English) clerks. Students enrolling in any of these courses must first do a preliminary year of general education which includes an introduction to the commercial field.

#### New Courses

The Ministry's new programme of community education, which is now in its second year, has shown satisfactory results. It is estimated that in the 60 provincial centres, more than 11,000 children and adults are in attendance. In the suburbs of Addis Ababa, day and evening classes are being held for some 16,000 students. Both children, from seven years upwards, and adults up to 50 years of age are receiving instruction in the basic subjects.

At University College several new courses have been introduced. In the faculty of arts two new courses are being offered, one in humanities and languages and the other in social and political science. In the faculty of science a four-year course for a pass degree and a new five-year course for an honours degree are offered in the following areas: (i) mathematics and physics, (ii) biology and chemistry, and (iii) chemistry and geology. The College also offers a four-year course in pharmacy.



The agricultural college at Alemaya will turn out this year for the first time specialists in the areas of plant science and animal science. These two new courses, introduced into the third year of study, are in addition to the general agriculture course which the college offers. The current third-year students, who will graduate next year, will have the opportunity of specializing in agricultural economics and agricultural engineering.

The engineering college in Addis Ababa is currently operating a new five-year course for engineers. Students now enrolled in the second year will be able next year to choose civil, electrical or mechanical engineering.

At the building college in Addis Ababa new courses in economics and practical office work are being introduced. The college continues, however, to place great stress on its testing and research activities.

Under the auspices of the Ministry of Public Health a new course for the training of social workers has been inaugurated at University College. The aim of the course is to train social workers for child welfare centres, medical social work, community development projects, delinquency problems, group work settlements, social administration, etc.

This is a two-year course and its participants were recruited from among those having finished not less than the 11th grade in the secondary schools. University College has put at the disposal of the Ministry of Public Health the space and administrative facilities required for running this course.

The Haile Selassie I University has received a great deal of attention during the year under review. A survey team from the University of Utah in the U.S.A. spent some three months in Ethiopia studying the problems involved in the establishment of the University. It is proposed in the shortest possible time to set up this university using the existing colleges as a basis and to open new departments such as medicine, law, education, and African studies.

Two surveys have been made by competent administrative teams appointed by the Ministry of Education on the extension of secondary education. One team surveyed and planned the building of a technical secondary school at the new industrial town of Bahar Dar. This school, which will house 1,000 students, will be fully equipped to train mechanics and technologists for the textile industry, agro-mechanics, specialists in the processing of wood, industrial chemists, and electrical technologists. The first three courses will be of four years' duration, while students of industrial chemistry and electrical technology will receive six years' training. Construction is expected to be completed in 1962; the students will enter in October of 1962.

In the northern town of Dessie a new comprehensive secondary school will begin to operate during the coming academic year. Buildings originally planned to be used for a lower level training programme for industrial arts will be attached to the existing academic secondary school and the programme broadened to include carpentry and masonry, home economics for girls, commercial courses and a teacher training stream. This is a first step in the Ministry's plan to introduce comprehensive courses into the secondary school system. The revised curricula for secondary schools, described below, will eventually form the basis on which this can be achieved.



**Women's Education**

The women's vocational school in Addis Ababa has greatly expanded both its enrolment and programme this year. More than 300 women attend the literacy classes which have been introduced and in which use is made of teaching materials developed with the aid of the Unesco Mission to Ethiopia. In addition, late afternoon classes have been opened offering a variety of subjects of which typing has the largest following. A shop in which the women's craft work can be sold has been opened and is proving a source of income for the school. It is the aim of this course, however, to make the women who attend proficient enough to start home industries in sewing, leather work, etc. The home-making classes (child care, cookery, personal hygiene, etc.) continue. These also serve as a means of in-service training for teachers. Three new centres, allied to this school, are used for the education of children and adult women. As soon as funds and trained staff are available it is planned to extend this type of training to women in other parts of the Empire.

A new nutrition course has been added to the child nurses' training programme. Under the auspices of the training centre for teachers of home and family living, evening classes are being offered to women. Emphasis is placed on nutrition as well as home improvement, sewing and baby care.

**CURRICULA, SYLLABUSES AND METHODS**

**Remodelling of Curricula** The remodelling of curricula will be a primary task of the Ministry of Education for some years to come.

The experimental course of studies for elementary schools, drafted two years ago, has now been tried out in five pilot schools. The supervision teams, as well as headmasters and teachers who have participated in the use and study of this programme, have submitted comments and criticisms on the syllabus for each subject, time allotments, teaching materials, instructions to teachers, etc. On the basis of this study, redrafting of the programme is now in process, in order that it may be introduced into teacher training institutions during the coming academic year.

A new lower secondary school course of two years' duration, which is to follow the six-year elementary course taught completely in Amharic, is currently being drafted. The aim of this course is to make the student proficient in the English language, give him a good grounding in the basic academic subjects, enable him to choose a vocation wisely and make him into a good citizen. Time allotments have been made as follows: basic academic work (college preparatory), 40%; guidance and comprehensive programme (technical, agricultural, commercial, health education and guidance), 25%; English, 35%. This new course of study will be used on an experimental basis during the next academic year.

Modifications in content and the purchase by the Ministry of several new sets of science equipment for secondary schools has necessitated the revision of the general science syllabus. A committee consisting of teachers, specialists and administrative staff is currently redrafting this syllabus for the coming school year.

The programme of studies for a course in commerce at the secondary level has also been redrafted.



**Methods and Techniques** In order to improve teaching, particularly in the elementary school, the Prince Makonnen School in Harar was converted into a demonstration school. The best teachers available were given training in new methods and techniques and in the use of certain teaching materials with which they were supplied. Other teachers in outlying districts as well as trainees at the teacher training school nearby were invited to observe practices and discuss problems with the teachers in the demonstration school. The experiment has proved so effective that it is proposed to extend it to other areas next year.

A new English series for Ethiopia is being developed in order that the best instruction in English as a second language may be given. The teachers who will use the first part of this course next year were given a special introductory course which consisted of new methods and techniques as well as demonstration and observation classes.

The course of study for both pre-service as well as in-service inspectors and directors has put great emphasis on the development of inexpensive and easily procurable teaching aids. Instruction has been given in the preparation of science teaching materials as well as silk screen reproduction of textbook materials.

**Textbooks** The Ministry of Education has continued to give a great deal of attention and support to the production of textbooks in Amharic, particularly for elementary grades. In the preparation of this material due consideration has been given to Recommendation No. 48 of the International Conference on Public Education concerning the preparation, selection and use of primary school textbooks. After these books have been used for at least one year they will be thoroughly re-evaluated before they are put into their final form for mass production.

Although the plan to set up a Ministry of Education publishing house has not yet fully materialized, the textbook production unit has been able to recruit authors, train technical staff and utilize the services of people proficient in the major languages of the country as well as English.

As regards textbook preparation at college level, it has been found necessary to prepare special textbooks for the programme of the building college in Addis Ababa, since it is a very specialized one geared to the Ethiopian situation. Some 19 books in areas such as building mechanics, construction, planning, surveying, engineering and technical mathematics have been prepared and printed at the college.

This year, for the first time, the Ministry will issue to all elementary school leavers and to those enrolled in secondary schools a bulletin with information concerning educational policies and opportunities in education, as well as employment at various levels of the educational system.

## TEACHING STAFF

**Training** Several steps have been taken to strengthen the whole teacher training programme and to assist teachers in service.

The education department in University College has turned out 16 teachers for secondary schools. These graduates have specialized in the teaching of Amharic and English, mathematics and science, and geography and history. The training programme for elementary school



teachers will produce 241 teachers. In addition, 34 inspectors and directors were given a special one-year course.

The teacher training course for girls recruited 20 more trainees this year. This programme is in its second year, and modifications which will make it more suitable and attractive to young women are being considered.

The training course for women teachers of home and family living, which was instituted last year, has also been improved and expanded. Whereas the trainees were, of necessity, offered more theoretical work last year, the course this year includes field work in a child welfare centre as well as in a demonstration centre for the prevention of tuberculosis. They still receive assistance from the training centre even after appointment.

One-year courses for specialist teachers in religious education, arts and crafts, and physical education have been given. It is expected that more than 100 teachers will complete these courses.

The training course for community teachers, formerly a one-year course, has been expanded to two years. Special attention has been paid to the selection of candidates who wish to enter the teaching profession. Teams of specialists travelled throughout the Empire administering selection tests and granting interviews to applicants from the 9th and 10th grades. A competitive examination was given to applicants from the 11th grade who wished to enroll in a one-year course. Candidates for the new two-year course at Debre Birhan, the institution for the training of community teachers, have been recruited from among practising teachers who have at least an elementary education and one or two years' teaching experience.

In order to unify policies and practices in the teachers' colleges throughout the country a committee of experts, teachers and administrative staff have studied and presented for trial next year a new programme of studies for the preparation of elementary school teachers.

The next step to improve the standing of teachers is the certification of practising teachers as well as those who are graduating from the training colleges.

#### **In-Service Training**

Approximately 80% of those who need to improve their standard voluntarily attended vacation classes at all levels last year. Included in the programme were refresher courses for specialist teachers in handicraft, physical and health education, religious education, food and nutrition, and community education.

Directed study guides have also been prepared for teachers. This year two new courses in geography and history were completed. Extension classes for teachers have been opened in the larger schools over the Empire under the supervision of the provincial in-service teacher education officers. In addition, the teachers' professional circulating libraries now contain some 3,500 books which have been divided among the 12 provinces, Eritrea and Addis Ababa.

#### **Status**

Several innovations were made this year in the teacher education programme which will eventually improve the status and conditions of service of teachers. For example, success in a special examination taken at the end of their teacher training gave candidates certain advantages as regards salary.



## AUXILIARY SERVICES

### Nutrition

In addition to the programme which has been in operation for several years, a new feeding programme has been started with the cooperation of Unicef and WHO. Trainees in the home and family living programme are distributing milk for children under three years of age at three centres in Addis Ababa. The children are weighed periodically and advice is given to mothers.

A society of women volunteer workers administer and support a school for the children of the needy in Addis Ababa. Social workers are being trained to hold consultation periods with the mothers of these children to help them improve their living conditions. Special nutrition and hygiene classes are also given for the parents.

### Physical Education

As a result of the special training of physical education teachers last year interest in sports and gymnastics has increased. Whereas an inter-school athletic association formerly existed only in Addis Ababa, today there are similar associations in practically every provincial capital.

### Playgrounds

Under the auspices of the municipality of Addis Ababa, children's playgrounds have been opened in various parts of the city of Addis Ababa. Volunteer organizations as well as teachers and private individuals have contributed both time and money to the organization and upkeep of these playgrounds.

### Handicapped Children

Students from the school for the blind continue to be accepted into more and more normal schools, particularly since the performance of the group selected last year proved to be above average. Blind boys have been placed first in their classes, and one blind secondary school pupil will be admitted to University College next year.

### Music and Art

During the academic year a musical festival in which children from various schools participated was held at the national theatre. This was the culminating feature of the effort on the part of school directors and Ministry of Education officials to improve and expand the music programme in schools.

The third national arts and crafts exhibition was held in the capital this year. Exhibits were received from schools all over the Empire. This year's exhibition showed the attempt on the part of craft teachers to encourage their pupils to improve upon traditional work and produce modern works of art out of local materials.

### Youth Movements

A jamboree was held in each provincial capital during the past year and attracted many more boys and girls to join the scout movement. A booklet on the elements of scouting has been published in the Amharic language, and scout masters are receiving special training in the evenings.

### Scholarships

The Haile Selassie I scholarship programme for African students, now in its second year, awarded 52 scholarships to institutions of higher learning and 34 scholarships in the general and



vocational secondary schools. These students have come from the following countries: Ghana, Tanganyika, Kenya, Uganda, Zanzibar, Nigeria, Somaliland, Somalia, Sudan, United Arab Republic, Liberia and Basutoland.

In the meantime, national and international scholarships continue to be offered to Ethiopians. During the past year 250 Ethiopians have returned home after completing their studies abroad. At the same time, over 800 Ethiopian students are pursuing higher studies in fields such as medicine, engineering and agriculture in various countries abroad.



## FINLAND

### EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Central Board of Schools — Inspection — Educational Reform Committee* — PRIMARY EDUCATION — *Quantitative Development — Elementary School Structure — School Building — State Subsidies — Subject Teachers — Inspection — Teacher Training — Special Education* — SECONDARY EDUCATION — *Quantitative Development — School Building — Teaching Staff — New Syllabuses — Educational Experiments* — ADULT EDUCATION — *Folk High Schools — Workers' Institutes*

#### ADMINISTRATION

**Central Board of Schools** On 24th November, 1959, 90 years had elapsed since the statute regarding the founding of the central board of schools was issued. This board, which is under the Ministry of Education, controls the elementary and secondary schools, elementary teacher training schools and the field of adult education.

**Inspection** On 1st September, 1959, the position of an inspector of music instruction was established at the central board of schools.

**Educational Reform Committee** The report of the educational reform committee has been presented to the Ministry and was published in December, 1959. The committee was appointed by the Council of State in 1956 to outline educational policy for the future and to coordinate pending reform plans. The report comprises three parts. Part I deals with the present Finnish school system, its structure and its shortcomings, and is supplemented by abundant statistical data. Part II outlines a new school system, organized along comprehensive lines, which would consist of a nine-year compulsory education school combining the present primary school, civic school and junior secondary grades, introducing a division of courses in the upper stage, and leading to a differentiated three-year senior secondary school and various vocational training institutions. In part III, the committee recommends urgent measures to be taken promptly. Starting from the assumption that it is not possible to adopt immediately the comprehensive school system (which in any case must first become better known), because preparatory measures, primarily the training of teaching staff, will take considerable time, the committee has made many recommendations for the reform within the present system of various types of school. It has also proposed that a department of experiments and planning and a department of teacher training should be set up in the central board of schools, that regional school administration be developed and local administration of schools centralized.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. O. SAMPOLA, Delegate of the Government of Finland.



## PRIMARY EDUCATION

**Quantitative Development** The post-war large age-groups are now passing out of the elementary school and therefore the number of pupils and teachers has not grown to any noteworthy degree this year. On 1st September, 1959, there were 628,735 pupils in the elementary schools, compared with 624,195 on 1st September, 1958, i.e. an increase of 4,540 (+ 0.72%).

The number of teachers rose from 22,769 to 22,886 (+ 117).

### Elementary School Structure

The elementary school act of 1957 altered the education system so that: (a) the elementary school comprises six years instead of seven; (b) the elementary school is completed by a "civic school" lasting two years (previously this course lasted only one year and in the country was sometimes limited to evening classes); (c) a junior secondary school can be attached to the elementary school; in these schools pupils receive free of charge tuition, textbooks, school supplies, one meal a day, free conveyance for those with a long way to travel, and additional relief to those of small means; (d) rural communes are granted additional government aid for special schools so that a special school pupil will not cost the commune more than the average cost for pupils in other elementary schools; (e) the elementary school has to provide voluntary study facilities for young people up to their 21st year of age.

### School Building

As public instruction is broadening, many new schools are needed. During 1959, about 300 plans were approved for the construction of new school buildings or fundamental repairs to old ones.

### State Subsidies

In the towns, State subsidies usually amount to 25% of the annual cost of elementary school services. The towns generally do not get any loans or subsidies from the State for school building. For rural communes, however, State subsidies for school building amount to at least 20% and loans to at least 40% of the total cost. To the poorest and most sparsely populated communes the Council of State may allow the total building costs. As maintenance subsidies, 80% of the teachers' wages are granted to rural communes. The State subsidy for the annual maintenance costs of schools in rural communes is generally two thirds. Additional State subsidies can also be granted to towns where the cost of elementary education is unfairly high, in exceptional cases on the same grounds as to rural communes.

### Subject Teachers

The new elementary school legislation presumes that the duties of the teachers in the elementary school proper, if the number of teachers is at least six, should be divided according to subjects. However, the teacher should at the same time be competent to give instruction in all class subjects if necessary. An additional one-year training course prepares them to give instruction in the subject for which they have particular interest and talent. In the civic school and lower secondary school, teaching is given entirely by subject teachers.

### Inspection

As the application of the new legislation makes the position of the elementary school inspector very important, the educational reform committee has suggested that the functions of elemen-



tary school inspectors should be grouped in each county into a central board of schools which would also include inspectors of other schools, such as secondary and trade schools.

**Teacher Training** A decree on the civic school teacher's examination was given on 27th February, 1959. Civic school teachers are selected from among persons having passed the elementary teacher's examination, or a final examination at a university, who have been trained to teach trade subjects or have had special instruction in a certain trade. The length of the additional training course for civic school teachers varies from two months to one year.

The school for domestic science teachers at Helsinki, which used to be a private establishment, has become a State school since 1st August, 1959. It accepts those holding the school leaving certificate for training as domestic science teachers in civic schools, secondary schools and other schools. The course takes three and a half years, including one year's practical work in schools and homes.

A decree of 26th June, 1959, regulates the training of elementary boarding school staff. This training is given to persons who have completed their lower secondary education and takes two years, including one year's practical work in a boarding school. In most cases, trainees receive a pre-salary during their year's practical work.

**Special Education** During the 1959-1960 school year, the six schools for deaf children had 459 pupils and 69 teachers. As compared with last year the number of pupils has decreased by 65, while the number of teachers is the same. The two schools for blind children had 143 pupils and 21 teachers; there was no change from the previous year.

## SECONDARY EDUCATION

**Quantitative Development** The strong development of secondary schools has continued, as can be seen from the following figures regarding the number of pupils.

	September 1958	September 1959	Increase	
State secondary schools . . .	79,081	83,935	4,854	+ 6%
Private secondary schools . .	98,290	110,962	12,672	+ 14%
Communal junior secondary schools . . . . .	5,262	6,558	1,296	+ 25%
Total	182,633	201,455	18,822	+ 10%

The following table gives the number of the pupils in the upper and lower secondary stages:

	1958-1959	1959-1960
Lower stage . . . . .	153,055	168,358
Upper stage . . . . .	29,578	33,097
Total . . . . .	182,633	201,455
Pupils in last class of lower stage . . . . .	21,753	24,434

In 1958-1959, 64% of those completing the lower stage enrolled in the upper stage, and 65% in 1959-1960.



The number of children presented for admission to secondary schools is growing continuously. In 1958, there were 59,500 and in 1959 there were 60,500, of whom 50,440 passed. However, of those who passed the examination more than a quarter, i.e. 13,914 children, could not be admitted for want of accommodation.

In 1959 there were 7,028 candidates for the school leaving examination, of which 6,226 passed and 802, or 11% of the total were rejected.

#### School Building

The figures below indicate the measures taken for the construction of State secondary schools.

	1958	1959
Total number of State secondary schools	120	121
Completed school buildings . . . . .	10	6
Under construction . . . . .	7	7
Plans completed . . . . .	6	13

Generally some 20 to 30 school buildings for private secondary schools are completed annually. The budget for the year 1960 contained 600 million marks for building loans to private secondary schools. Out of this sum, loans were granted to 69 such schools (i.e. 24% of the total) varying between 2 and 24 million marks. Some secondary schools have also received loans for their new buildings from the funds for the suppression of unemployment and from the football pools.

#### Teaching Staff

The number of teacher training schools for the pedagogic training proper of secondary school teachers is still 5, i.e. 4 Finnish-speaking and 1 Swedish-speaking. As the number of candidates is continuously growing, the founding of two more such schools is being planned, because the placing of candidates for practical teaching in other secondary schools, which was tried out in the autumn of 1958, has proved difficult.

In 1959-1960 the total number of teachers in secondary schools was 9,554 (14%). Of these, the number of inadequately qualified teachers is 4,363 or 45.7%. The number of unqualified teachers has decreased by only 0.7% since 1957-1958.

#### New Syllabuses

In the current school year the Ministry of Education has confirmed new syllabuses for mathematics, drawing and writing, household economy, handicrafts and boys' physical education. The new syllabuses are to be applied from the beginning of 1960-1961.

#### Educational Experiments

In 1959-1960 the first State experimental secondary school started work. The Helsinki unified school and the Steiner school are private establishments acting as pilot institutions. The Steiner school is trying to apply the educational principles and working methods introduced and developed by Rudolf Steiner in Germany. Experiments on methods of instruction are made in the Helsinki co-educational Finnish secondary school, which is a ten-year school. New textbooks have been written by the teachers in this school. Experiments are carried out in other private secondary schools also, as it is possible for these schools to obtain approval for a different course from the traditional one. Efforts have been made to adapt courses to local conditions and especially to the structure of economic life. Thus the schools in industrial centres have tried to increase



time given to subjects preparing for mathematical, technical and commercial fields. This has in many cases led to some differentiation even at the lower secondary stage. On the other hand, there have been tendencies to stress the importance of foreign languages by starting them during the first year, and in this case the second national language has not been started until the second year. The schools which have obtained permission to experiment must submit a report on the results obtained to the central board of schools.

#### ADULT EDUCATION

##### **Folk High Schools**

In 1959-1960 the number of folk high schools was the same as during the previous year, i.e. 66 Finnish-speaking (of which 18 are folk academies) and 18 Swedish-speaking (of which 2 are folk academies). The basic course has been attended by 5,300 pupils, of whom 720 were Swedish-speaking. In addition, courses of one month or more were arranged this year as before, and the total number of pupils attending these was 1,240.

##### **Workers' Institutes**

During 1959-1960 the activity of workers' institutes has grown still more extensive. Rural districts in particular have shown more interest in this form of adult education. There are at present 113 institutes, with about 75,000 pupils.



# FRANCE

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Legislation on Educational Reform* — *Reorganization of the Ministry of Education* — *Private Education* — *Budget* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Pupils* — ORGANIZATION — *Schools Map* — *School Transport* — *Length of School Year* — *Observation and Guidance Stage* — CURRICULA AND SYLLABUSES — *Baccalaureate Reform* — *Reform of the B.E.P.C.* — *Geography Syllabus* — *Supervised Work in the Science Faculty* — *Agricultural Education* — TEACHING STAFF — *Shortage* — *Training* — AUXILIARY SERVICES — *Scholarships* — *Youth Welfare* — *Cooperation with the Community and with Foreign Countries* — *National Institute of Education* — *School Television and Radio*

### ADMINISTRATION

#### **Legislation on Educational Reform**

The order and decree of 6th January, 1959, extending the period of compulsory education to the age of 16 years and instituting reforms in teaching, took effect as from the beginning of the academic year 1959-1960 for the extension of the education period, and will take effect as from 15th September, 1961, for reforms in teaching. It is on this date that the observation and guidance stage for all pupils between 11 and 13 years old will come into operation.

#### **Reorganization of the Ministry of National Education**

The new plan for the organization of the Ministry of Education includes three "horizontal" departments, one for general administration and the others of a technical character, and four main "vertical" branches, which will share the functions of the Ministry in matters concerning teaching, education and research. To each of these branches corresponds one or more technical departments, with various systems of liaison or coordination between them.

The department for general administration and joint services deals with general regulations, investigation and studies, legal matters, litigation, financial affairs and the supervision of the staff, services and channels common to the different departments. To this department is attached the service for general ministerial questions, the budget, accounts and general regulations sections, the organization of the administrative services, both central and local, the investigation and study services, etc.

The four "vertical" branches, which share the functions of the Ministry in matters concerning teaching and research correspond to:

(1) school activities proper, i.e. everything which affects the organization and running of establishments below university level. These activities devolve henceforward on the general department for organization and

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. César SANTELLI, Delegate of the French Government.



school programmes, grouping together the departments for primary, secondary and technical education. The teaching departments continue to look after the running of the establishments which come under them, i.e. primary, secondary and vocational schools. However, the director general, apart from the mission of coordination which falls to him, is also responsible for three essential fields: all matters relating to the drawing up of the schools map, the site, structure and adaptation of the different categories of establishment to local needs; the appointment and promotion of heads of establishments covering several types of education; and anything concerning the observation, guidance and selection of pupils. To this must be added a reorganization of general inspection, henceforward placed under the direct authority of the Minister, who will have working next to him a high-ranking official with the title of chief of general inspection, responsible for coordinating the activities of the different inspecting bodies.

(2) university and scientific activities, where organizational and educational problems are different from those in the school sector because of the students' age, and which are as much concerned with research as with actual teaching. This teaching and research work is divided between the department for higher education and the national centre for scientific research, methods of coordination between them to be fixed later.

(3) post-school activity, i.e. all forms of education for young people and adults, a task of increasing importance in an advanced civilization, with the increase in leisure time and means of communication and expression. This is the task of the high commission for youth and sports.

(4) educational activity outside France, notably in the form of technical cooperation with the Community and with foreign countries. It is hoped that this activity will become one of the essential foundations of relations with countries in course of development and is the work of the department for cooperation with the Community and foreign countries.

(5) Two technical departments complete this general scheme. These are the departments for school, university and sports equipment, and the medical and social service, both of them responsible for helping national education services. To this may be added the administration of French libraries, the direction of which remains, as in the past, in the hands of the general administrator of the *Bibliothèque Nationale*.

#### Private Education

Under the influence of the new parliamentary majority resulting from the 1958 elections, the problem of relations between the State and private education, already put forward during previous legislatures, was again placed in the front rank of political preoccupations. With a view to analyzing the situation and studying a possible solution, the Minister formed, on 23rd June, 1959, a commission for the study of relations between the State and private education, presided over by Monsieur P.O. Lapie, barrister at the court of appeal and former Minister. This commission consisted of ten members chosen from among persons of varying opinions and religious denominations.

The commission published its report in December, 1959. After outlining the history of the problem, it went on to describe the actual state of affairs according to the opinions of twenty-three people belonging



to different political parties and of differing religious beliefs: positions of principle, state of affairs in private education (staff, salaries) in metropolitan France and in the overseas departments. The report next considered the legal situation, the actual state of things and the broad outlines of the controversy. Lastly, the report set forth a number of principles necessary in the search for a solution and outlined a scheme for solving the problem of the State-private education relationship.

The text of the law finally adopted by parliament on 31st December, 1959, allows for three possible options:

(1) The integration into the State system of those private establishments wishing it; teachers in service when integration is accepted will either be given official status as State teachers and incorporated in the State system or kept on under contract.

(2) Private schools not opting for integration yet wishing for State aid may obtain it under the form of contracts made with the latter. By the contract of association, the private school is associated with public education; the State agrees to pay for the cost of part or all of those classes in which the teaching conforms to the syllabuses and rules for public education. Teachers of these classes will be of two kinds, either State teachers or teachers under contract but this will always be fixed by agreement between the head of the school in question and the administration. The position of teachers under contract will be noticeably closer, if they have equal qualifications, to that of teachers in public education. These contracted teachers will always have the opportunity, if they fulfil the necessary conditions, of becoming State teachers, and their length of service will then be taken into account. In this way State education is given within the private school, but the school retains its specific character, its originality and its own atmosphere, since it remains free to organize courses and other activities not covered by the contract and may ask families to pay accordingly.

(3) In the third case, a simple contract may provide for a more flexible form of cooperation between the school and the State. The teaching paid for will, of course, remain in accordance with fundamental State principles, but rules may be made more flexible, and the time-table and methods adapted under clauses laid down freely in the contract. Teachers for this work must possess the necessary qualifications. They will be recruited by the head teacher but must be approved by the local education authorities who will supervise their teaching. In arranging the salary scales, which, in order to allow for the more flexible relationship with the State, will be based less directly on that of State teachers than in the "association contract", their qualifications and the quality of their work will be taken into account. This system therefore allows private schools and teachers to try the experiment of cooperation with the State and to estimate both its efficiency and freedom.

In a field where a man's work is of more importance than the exact wording of a text, it seemed desirable to set up in the departments and at the ministerial level joint "conciliation committees", which will bring to the task the impartiality and objectivity found in the work of the commission.



These committees will have the important task of dealing with all disputes concerning the making, interpretation, execution and renewal of contracts, and generally speaking all the difficulties resulting from the application of the present law.

### Budget

The chairman of the national education budget declared before the National Assembly that allocations for national education, even in a generally austere budget, show unprecedented increases. Education may thus appear to be privileged. However, the increase in allocations and in staff is largely justified by increases in population and the desire to make the provision of education more democratic. He also declared that the national education system must be reformed. A serious study would show the need for removing the barriers between different departments, for adopting a horizontal organization, and for removing a considerable number of formalities which exasperate families. School textbooks should also be simplified and unified. Leaving aside general costs, the national education budget is by far the largest of the civil budgets; ordinary and capital expenditure reach a total of 7,200 million new francs, i.e. 12.4% of the general budget, which is 57,900 million NF, and 18.5% of civil expenditure, which totals 39,800 million NF. The 1960 budget looks to the future; the increase in allocations for staff is based on population increases; the grant made to scientific research is higher than usual; cultural and social measures, notably helping towards more democratic provision of education, are intensified.

The budget is made up as follows: 5,375 million new francs for the working budget, and 1,890 million for the equipment budget.

To the 5,375 million new francs scheduled for the working budget must be added 6 million for social assistance.

Expenditure authorized under the equipment budget, which shows an increase of 31% over 1959 as a result both of the budget and of the programme-law, is made up as follows (in new francs):

	1959	1960	Increase
Higher education and C.N.R.S. . . . .	312,200,000	538,700,000	+72%
Secondary education . .	319,000,000	416,000,000	+32%
Technical education. . .	331,000,000	424,000,000	+27%
Primary education . . .	403,000,000	432,000,000	+ 7%
Youth and sports. . . .	54,500,000	62,000,000	+15%
Various . . . . .	16,600,000	17,300,000	+ 4%
Total . . . . .	1,436,300,000	1,890,000,000	+31%

It is important to notice that the budget intends to follow population changes. For primary education the crest of the wave of increase has passed, so that its budget goes up by only 7%, which allows 6,400 new classes to be formed as against 5,800 in 1959. The grants made to the other three levels of education, however, particularly higher education, are very considerably increased; technical and secondary education are at present being affected by the heavy birth-rate increase, while the universities must be prepared to accommodate many more students in the future.



A considerable effort is being made in the field of scientific research: the C.N.R.S. will get 90 million francs as against 54 million in 1959. Of the 377 million allocated to higher education, 278 million is for science faculties and scientific teaching establishments. Of the 424 million for technical education, 227 million are intended for the construction and equipment of the E.N.P. and technical colleges which train medium technical staff.

There are signs of a trend towards decentralization in higher education: 144 million NF are allocated to the University of Paris, that is slightly under 25% of the allocations for the whole of higher education, whereas Paris students number about 40% of the whole university population.

The interest taken in sports equipment must also be pointed out. Here, allocations have increased from 54.54 million to 62 million, to which must be added 11.4 million known as *crédits de rattrapage* which are joined to the allocations for each branch of education.

Taking into account running costs and capital expenditure, the national education budget stood at 366,000 million old francs in 1956, 422,000 million in 1957, 537,000 million in 1958, 646,000 million in 1959 and 741,000 million in 1960. It has thus more than doubled in four years. The increase in the 1960 budget over the previous year is 14.7%.

#### School Building

The following is the number of new buildings provided for the beginning of the 1959-1960 academic year:

Primary education: in nursery schools and infant classes 1,870 classrooms; in primary schools, 9,367 classrooms; *cours complémentaires*, 12,273 classrooms; lodgings for primary school teachers, 3,786.

Secondary education: ordinary classrooms, 3,235; special classrooms, 1,149; places in dining halls, 30,094; places in dormitories, 18,731.

Technical education: in national vocational schools, 103 classrooms, 22,469 m<sup>2</sup> of workshop space, 1,775 places in dining halls, and 590 places in dormitories. In technical colleges, 548 classrooms, 958 m<sup>2</sup> of workshop space, 4,860 places in dining halls, and 2,209 places in dormitories. In apprenticeship centres, 359 classrooms, 86,854 m<sup>2</sup> of workshop space, 7,637 places in dining halls, and 5,194 places in dormitories.

Higher education: Considerable work on construction, reconstruction and improvement is under way in faculties, institutes and higher schools. The amount involved gives an idea of the effort undertaken:

1959, equipment budget. . . . .	144,050,000 NF
1960, programme-law . . . . .	249,500,000 NF
supplementary budget . . . . .	45,400,000 NF
1961, programme-law alone . . . . .	244,000,000 NF

#### QUANTITATIVE DEVELOPMENT

##### Number of Pupils

In primary education, 1,155,000 pupils were accommodated in nursery schools, i.e. 30,000 (+2.7%) more than the year before. Primary schools had 4,900,000 pupils, an increase of 140,000 (+2.94%). The continuation classes had 483,000 pupils, i.e. 70,000 more than last year.



Secondary education enrolled 707,000 pupils, including 20,000 isolated or handicapped pupils enrolled at the national centre of correspondence education. Primary classes in lycées enrolled nearly 80,000 pupils. The increase in the number of secondary school pupils is 75,000 (+11.86%).

Public technical education was affected for the first time by the population increase. In order to meet demands in the same proportion as in previous years, technical establishments had to accommodate 378,000 pupils as against 332,000 in 1958-1959, i.e. an increase of 46,000 (+13.85%).

In public higher education, the number of students increased from 212,500 to 229,000, an increase of nearly 17,000 (+8%).

Private education recorded an increase too, which although relatively smaller than in public education, was of 53,000 pupils, the most noticeable increase being in secondary schools (+16,000) and continuation courses (+14,000).

#### ORGANIZATION

##### Schools Map

An instruction dated 7th October, 1959, showed the necessity for drawing up a map indicating the position of schools, in order to ensure close coordination of the efforts of education departments at the level of the observation stage and subsequent education.

When the work undertaken as a result of the instruction of 7th October is completed, it should be possible to foresee in detail the network of secondary schools which will provide accommodation six or seven years hence for a considerably increased number of pupils under the best conditions. Village children will be grouped in the cantonal school and kept on up to the highest classes in their natural environment, these children will also have access on the spot to establishments providing varied courses, and young country people will be put on an equal footing with those in towns, who have been more favoured up to now.

##### School Transport

A decree of 28th September, 1959, regulates the new organization of the school transport service. The text is an inter-ministerial decree concerning Public Works, the Interior, Finance, and National Education. Under this decree, the service may be introduced at the request of: (1) the schools themselves; (2) the departments or communes; (3) public establishments in their own field; (4) approved associations of parents; (5) family associations qualified to do so by decision of the prefect.

##### Length of School Year

A special commission has been set up with a view to organizing on a permanent basis the school and university year (distribution of working days and holidays). The work of this commission is not yet finished.

##### Observation and Guidance Stage

A decree dated 2nd June, 1960, has recently laid down the organization of the observation and guidance stage, which constitutes one of the essential points of the teaching reform. This stage will be open from the beginning of the new school year to all children of 11 and 12 years old who have finished their normal primary education and whose parents have asked for their admission to the lowest secondary class. While giving a complete education to pupils who have reached the age of choosing their course, this stage will permit



Several schemes for the promotion of sports and games in the country have also been in operation. Of particular importance is financial assistance towards the acquisition of playing fields by educational institutions. A total sum of 933,000 rupees was placed at the disposal of the state governments and Union territory administrations.

**Development of Hindi** As regards the propagation and development of Hindi, schemes made for the second five-year plan made good progress; 21 expert committees under the board of scientific terminology worked on the preparation of technical terminology in different subjects. By the end of 1959 about 191,000 terms in different subjects had been evolved, of which 40,898 have been fully approved by the Union government.

**Publications** During 1959-1960, 44 publications of educational interest were brought out by the Union Ministry of Education. The Ministry's journal, "The Education Quarterly", entered its twelfth year of publication.



# IRAN

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *New Services* — *Budget* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Pupils* — ORGANIZATION AND CURRICULA — *Elementary Education* — *Secondary Education* — *Vocational Education* — *Fundamental Education* — *Adult Education* — *Tribal Education* — TEACHING STAFF — *Training* — *Status* — AUXILIARY SERVICES — *Educational Guidance* — *School Meals* — *Holiday Camps*

### ADMINISTRATION

#### New Services

An educational documentation and study centre was established in the Ministry. The essential responsibilities of this centre as laid down by the higher council of education consist of collecting educational information from Iran and other countries. This information is intended to facilitate research on educational problems with which the Ministry is faced. The centre also puts out educational periodicals and publications regularly.

#### Budget

The Ministry's budget for the fiscal year 1959 approximated 6,032,596,371 rials, an increase of 9% over the previous year.

#### School Building

During the year 144 new school buildings were constructed: 89 of them were financed by State allocations together with 5% of municipal taxes, 24 of them by the Plan Organization, 25 by the national railways and 5 by the Office of Endowments.

### QUANTITATIVE DEVELOPMENT

#### Number of Pupils

The following table shows the number of enrolments in the different schools in 1959-1960 and the increase over the previous year.

	Girls	Boys	Total	Increase	
Kindergartens . . . . .	—	—	16,325	4,603	40%
Elementary schools . . .	428,933	885,231	1,311,164	173,945	15%
Secondary schools . . .	72,317	183,482	255,799	40,831	19%
Vocational schools . . .	724	7,433	8,157	765	10%
Teacher training schools.	411	3,803	4,214	813	24%
Schools of art and music	348	492	840	278	49%
Tehran University . . .	2,054	11,497	13,465	2,300	21%
Provincial universities .	846	3,774	4,620	1,346	41%
Students abroad . . . .	—	—	14,412	2,670	23%
Total . . . . .	502,433	1,095,712	1,628,996	227,553	16%

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. K. FATEMI, Delegate of the Government of Iran.



continuous observation of their aptitudes, so that parents may place them, with full knowledge of the circumstances, on the road which best suits their personal abilities.

In giving a common training to all children and enabling a similar observation to be made of them all, this stage tends to bring basic subjects closer together while at the same time allowing for "bridges" between one course and another.

The same text lays down the part to be played by "reception" and "adaptation" classes in the third secondary year. They will take those pupils who for one reason or another could not be admitted to the classes of the observation stage or benefit from the full choice which the stage offers. They will have a curriculum and time-table enabling pupils to adapt themselves to the education which best suits them.

### CURRICULA AND SYLLABUSES

**Baccalaureate Reform.** The decree of 28th August, 1959, made widespread changes in the traditional form of the baccalaureate examination. The October session and the oral examinations, except for foreign languages, have been abolished. The papers set at the single session have been divided into two groups to be taken in February and June. In practice, this experiment proved to be not very satisfactory and a new reform has been decided upon, in full agreement with the teaching staff and parents' representatives.

Under the new system, the two parts remain, and also the usual series. There will be one session only, held at the end of the school year, consisting of compulsory papers, and sometimes an optional paper. These are almost entirely written examinations. Candidates will pass if they have an average mark of at least 10 out of 20 for all the tests taken together. Candidates who do not pass in this way, but who have an average of at least 7 out of 20 may take, as soon as possible, a supplementary oral examination. This examination will cover all those subjects in which compulsory, written, oral or practical tests were given at the normal session. Candidates taking this oral examination will pass if they obtain an average of 10 out of 20 for all the tests (written and oral) taken together. In this way the oral gives an opportunity of "redeeming" the written examination.

**Reform of the B.E.P.C.** The permanent commission of the higher council of national education issued on 8th October, 1959, a text reforming the lower secondary education certificate (B.E.P.C.). The examinations of the B.E.P.C. will take place in two halves, as for the baccalaureate, as from 1960. They will be reduced to four written examinations, one oral examination and an optional examination.

This is a temporary reform, valid until the B.E.P.C. is abolished and replaced by the certificate of general education which will be taken at the end of the short general course.

### Geography Syllabus

The higher council for national education has approved the adoption of a new geography syllabus in secondary education. This syllabus lightens the pupils' task by removing abstract or over ambitious concepts in favour of simple facts which give the pupils' curiosity



and their sense of observation full rein and enable them to acquire the basic vocabulary which they will need in later classes. For classes in the upper stage, the syllabus takes into account the progress in knowledge and the rapid transformations which the world is undergoing. While making room for what is basic and certain, it does away with everything savouring of erudition or of a conjectural nature.

#### **Supervised Work in the Science Faculty**

The problem of efficiency in teaching at higher level, particularly in science faculties, has always greatly preoccupied administrators and lecturers in higher establishments.

In the Paris science faculty the experiment was tried out of increasing the proportion of supervisors by the appointment of three supervisors for every 350 students. The results obtained at the yearly examinations were striking: 74% passed their examinations at the first session, as against less than 40% for the totality of students. The experiment, which was repeated in 1959-1960, should be more widely introduced.

The method of work is the following: once or twice a week the supervisors meet for two or three hours in the lecturer's laboratory. He informs them of the stage the course has reached, gives a broad outline of questions he would like to see studied, emphasizes special points to be developed and proposes a scheme for exercises (3 or 4 sessions a week). These schemes are developed in turn by one of the supervisors, who brings with him next time the texts he has drawn up for the execution of the work, and the solution is then discussed. The final text, duplicated, is distributed to students in the lecture room. They are given a week to familiarize themselves with the exercises and to write them out if they wish. A week later, the completed work is handed in and the supervisor himself corrects the papers in public and comments on the results. The remainder of the time given over to supervised work is used either for ordinary interrogations or for papers on limited lecture topics read by students volunteering to do so.

#### **Agricultural Education**

The higher council has examined a plan for agricultural education prepared by the Minister of Agriculture. In setting out the motives behind the plan it is stated that agricultural education must be coordinated with general and technical education, but adapted to the conditions of rural life.

### **TEACHING STAFF**

#### **Shortage**

To offset the shortage of primary teachers, the most logical step was to increase the number of places in teacher training schools. The plan actually in operation is as follows: the number of places allotted at the entrance examination for the first year has increased from 4,000 in 1956 to 6,500 in 1959; recruiting at the baccalaureate level has been stepped up from 250 to 2,000. Numerous training schools are being either enlarged or constructed.

Various measures have been taken to increase the number of supply teachers: (1) the institution of the "higher certificate of proficiency" which opens up a way for teachers without the baccalaureate to achieve qualified status; (2) financial awards to student teachers and those doing practical training.



In technical education, the number of teaching posts authorized in the budget was noticeably increased in all special subjects, but the number of qualified teachers is inadequate to fill these new posts. It has been necessary to call widely upon assistant teachers (5,000 approximately).

In secondary education the problem of providing teachers is also difficult. For the 2,000 new classes opened at the beginning of the academic year 3,000 teaching posts were envisaged in the budget. In all, therefore, it has been necessary this year to recruit 6,300 new teachers for metropolitan France alone.

Exceptional measures have either been taken or deferred: the use of contracts for teachers (500), the awarding of qualified status to those holding a teaching degree (1,200), the use of primary teachers (500).

New steps have also been taken to abolish the theoretical tests in the C.A.P.E.S. in scientific subjects (men and women) and in classical studies (men); an appeal has been made to those holding an ordinary degree, for a period of four years, and to engineers holding diplomas of the scientific higher schools.

A decree of 3rd August, 1959, allows graduates of the scientific higher schools to be appointed as teachers of mathematics and physical sciences. In the same way, those holding a science degree other than the teaching degree may be appointed as teachers of mathematics or physical sciences.

#### **Training**

To improve the recruitment of teachers for continuation courses, students who have passed the first year examination may be allowed, immediately after the second part of the baccalaureate, to take their professional training while at the same time preparing for a degree.

The first year is given over essentially to higher studies: preparation of the certificate of general literary studies (for those taking literature or language), preparation of the certificates in physical, chemical and natural sciences (S.P.C.N.) or mathematics, physics, chemistry (M.P.C.) for science students. These certificates enable students in teacher training schools to acquire basic knowledge for teaching in the continuation courses. Moreover, they begin their professional training.

The second year is mainly used for the study of the professional training course. No subject, even of secondary importance (manual work, drawing, music, physical education), likely to be taught in the continuation courses is to be neglected, but certain arrangements to facilitate studies may be made. During the second year, students have the chance of preparing part of a degree. Permission to sit the examination at the June session is granted only to those pupils whose work during professional training has given complete satisfaction.

A circular dated 22nd April, 1959, describes the reform of the certificate of proficiency in the inspection of primary schools and in the direction of teacher training schools. Candidates must take written tests, oral tests and a practical test.

#### **AUXILIARY SERVICES**

##### **Scholarships**

Allocations for scholarships went up by 30%. In higher education the actual number of scholarships will go up by 10%. Additional scholarships for apprentices are scheduled in order to maintain at 70% the number of scholarship holders compared with total numbers.



As for national scholarships (continuation courses, secondary education and technical education) the percentage of scholarship-holders will go up from 32% to 36%; the amounts of the scholarships are also being increased and the reorganization of the scholarship system will reach the third secondary class this year.

A new stage was reached in 1959 in the effort to level up the scholarship system. The system in force in secondary education, defined by decree on 2nd January, 1959, was extended to include continuation courses by a decree of 12th August, 1959. A decree of 18th December, 1959, brings the scholarship system in technical colleges and in national vocational schools into line with that pertaining in secondary education.

There remain, notwithstanding, several differences. Age limits for scholarship candidates are much stricter in secondary than in technical education.

The arrangements made in the 1960 budget have permitted an important increase in the number of scholarship holders in secondary schools in the next school year, both absolutely and in percentage. Furthermore, as from January, 1961, the increased allocations will enable an improvement to be made in certain scholarships in these same schools. The new measures concern on the one hand scholarships in the first two secondary classes, and on the other scholarships for the upper stage.

#### Youth Welfare

Since the Liberation, important legislation has been adopted by parliament for the better moral and material protection of children and adolescents faced with the numerous difficulties of modern life. The cinema, amusement and show halls, children's literature, the struggle against alcoholism and race prejudice have been in turn the subject of measures fixing certain limits and laying down the nature of proceedings that can be instituted against those engaged in illegal activities.

In the framework of the home background, the government has, in orders published between 23rd December, 1958, and 15th January, 1959, established what amounts to a children's charter providing for the intervention of the public authorities when the health, security, morality or education of minors is endangered.

A new decree supplementing this important group of measures concerns the protection of minors during school holidays, leave from work, and leisure time (decree No. 60-94 of 29th January, 1960; *Journal Officiel* of 2nd February).

The increase in the number of holiday camps during recent years is well known: in 1959 alone, 1,350,000 children stayed in holiday camps approved and subsidized by the high commission for youth and sports. And these are only the figures for centres listed and opened, in most cases, on the initiative of local authorities, respecting scrupulously the conditions laid down by the regulations concerning the material and moral conditions required for the lodging of children and adolescents.

The decree of 2nd February concerns centres providing permanent or temporary lodgings, holiday camps both fixed and itinerant, holiday colonies or centres for the accommodation of families other than those receiving minors by legal or administrative decision. In the same way, establishments or centres for children in poor health are unaffected by the new regulation.



The control instituted by the decree of 29th January, 1960, concerns the sanitary, material, moral and educational conditions of the lodgings and is the responsibility of the prefects, assisted by civil servants and agents from the Ministry of Education and the Ministry of Public Health. Holiday centres must declare in advance their intention to open, and the prefect may refuse to allow this, in an order in which he gives his reasons, where standards of moral or material hygiene are not met. The qualifications and guarantees required of directors and staff figure among the general working conditions which are likely to provoke a refusal by the prefect.

**Cooperation with the  
Community and with  
Foreign Countries**

The department for cooperation with the Community and foreign countries in educational and cultural fields was brought into being on 1st August, 1959. This organization has been formed from the amalgamation of the university service for foreign and overseas relations and the department for education and youth of the old Ministry for Overseas France.

One of the first tasks which the department has undertaken since its creation has been the negotiation and drawing up of cultural agreements with the member States of the Community and more recently, of agreements with Mali and Madagascar, and the examination, in the supreme council for funds for aid and cooperation, of ways and means of helping these States to develop their education.

This department has also tried to give a new impulse to the recruiting of personnel for technical cooperation, as much for the needs of the Community States as for countries like Morocco or Tunisia who appeal more and more for the aid of French teachers. Personnel recruited on 30th June for service in Community States will be given general information and will follow pedagogical lectures during practical training held at the University of Bordeaux in the first two weeks of July. The same thing has been arranged for staff going to teach in Morocco or in Tunisia, who will stay at the University of Aix-en-Provence for the same period.

Independently of these activities, which aim to recruit staff of French origin, numerous training courses have been organized this year to enable Africans and Madagascans to acquire the professional qualifications necessary for active participation in the development of education in their own countries.

One of the major preoccupations of the two conferences of Ministers of Education of the Community States, held in Paris in February and May, 1960, was the necessity for adapting the course in primary, secondary and technical schools to African conditions. Preliminary studies have been undertaken and further studies will take into account all that Africans ought to learn in the course of their studies in history, geography and natural science.

Thus, less than one year after its formation the department for cooperation with the Community and foreign countries has been able to face up to the more urgent demands made by the Community States. The department purposes, in the course of the coming school year, to develop its activities and to adapt them more closely to the most pressing needs of the economic and social development of the Community.



**National Institute  
of Education**

In the course of the past year, the activities of the National Institute of Education in questions of documentation, information and pedagogical production have included the decentralization of the national services. In June, 1960, there were 13 regional and 30 departmental centres in action. Moreover, about a score of educational documentation services have been formed in secondary schools.

Among new publications, the most important are a directory of national education, and a practical encyclopædia of education in France (to appear in November, 1960). Work on two card indexes has been actively carried on; the first is a general index of educational documentation (textbooks, other books, teaching aids, etc.); the second is a general catalogue of administrative documents and school legislation.

The different technical services (general library, film library, record library) have added numerous titles to their collections from works selected by official commissions. The lending of new books, films and records has enabled teachers to develop concrete teaching methods.

The same progress has been observed in science teaching materials conceived, constructed and distributed by the equipment centre attached to the National Institute of Education.

**School Television  
and Radio**

The number of schools equipped with television sets exceeds 5,000, which makes necessary an increase in the number of television lessons in the time-table. A large place will be given in time-tables to "live" programmes on television in liaison with correspondence courses and social assistance work.

School broadcasts continue to increase in number; they are listened to by more than 30,000 schools, i.e. 40%. University and modern language programmes have an increased number of listeners. Moreover, the quality of broadcasts has been improved.



# GERMAN FEDERAL REPUBLIC

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Administrative Changes* — *Budget* — *School Building*  
— ORGANIZATION — *Reorganization and Standardization* — *Vocational Continuation Courses* — *Five-Day Week* — *Evening Secondary Schools* — *Transfer and Promotion of Pupils* — *Length of Courses* — *Courses for Foreign Students* — *University Entrance* — *Adult Education* — CURRICULA, SYLLABUSES AND METHODS — *Curriculum Questions* — *Civic Education* — TEACHING STAFF — *Shortage* — *Training* — *Status* — AUXILIARY SERVICES — *Special Schools* — *Sick Children* — *Educational Psychology* — *Self-Government* — *School Excursions*

### ADMINISTRATION

**Administrative Changes** In Bavaria the law on education and teaching was passed on 9th March, 1960. This law, which takes into account the directives issued by the Conference of the Ministers of Education on private schools, offers the highly developed private schools in Bavaria ample scope for free initiative.

In North Rhine-Westphalia, the school administration law and the law on the financing of public schools came into force on 1st October, 1959. These two laws change the educational system in various fields. They establish uniform bases for the organization and further development of the school system in this *Land*, particularly as regards administration, inspection, and financing. School boards, similar to those already existing for some time in the county of Cologne, have also been established in the other counties of North Rhine-Westphalia with supervisory functions at the lower level for primary schools. These school boards, consisting of the hitherto independent school inspectors and the leading administrative officials of rural districts and independent municipalities, are intended to ensure constant cooperation between the inspectorate and the local authority; they are also intended to simplify the administrative machinery and to relieve school inspectors of administrative work so that they may concentrate more on pedagogic questions and internal school matters. There are already school boards of this kind in Baden-Württemberg, Bavaria, Rhineland-Palatinate, and Schleswig-Holstein. Teachers in local schools in North Rhine-Westphalia are no longer employees of the school governing bodies but are civil servants of the *Land*. As from 1st October, 1959, 22,000 teachers, more than one third of the total (65,000), thus passed into the service of the *Land*. The teachers in all the *Länder*, except those in local schools in Bavaria, the Rhineland-Palatinate, the Saarland, and Schleswig-Holstein, are now civil servants under the *Land* authorities.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. F. MINSEN, Delegate of the Government of the German Federal Republic.



The teachers' training colleges in Bavaria and the Saarland have been given statutes which, among other things, contain rules for academic self-administration and provisions concerning academic instruction and the position of students.

**Budget** Expenditure on education has increased considerably in almost all the *Länder* during the financial year 1959-1960, in some cases by more than 10%.

The proportion of the total budget of the *Länder* absorbed by the Ministries of Education was generally speaking also larger; for instance, in Baden-Württemberg it rose from 20.3% to 23.5%, while in North Rhine-Westphalia it amounts to 23.5% and in Hesse to 24%.

The increase in expenditure is for the most part due to the rise in staffing costs as a result of the appointment of additional teachers and the improvement in teachers' salaries, as well as to increased school building. The introduction of an ninth school year has necessitated considerable additional funds in Bremen and the Saarland.

Scholarships and loans to students at universities, colleges and schools of engineering have caused increased expenditure the purpose of which is to enable all capable students who require financial support to follow a course of study or training.

To enable the institute for educational films at Munich to develop its work, the Ministers of Education have decided to double the funds at its disposal progressively over the next five years.

In Hesse the funds for carrying out educational experiments have been doubled.

**School Building** In the year under review building was carried on in all the *Länder* on new primary schools, junior and senior secondary schools, vocational schools, schools of engineering, and physical training grounds. A large number of new university institutes were completed.

The following classrooms were built in 1959-1960: in North Rhine-Westphalia, 1,466 for primary schools, 216 for junior secondary schools, 299 for senior secondary schools, and 406 for vocational schools; in Lower Saxony, 1,423 classrooms; in Schleswig-Holstein, 292 classrooms, 175 special subject rooms, and 278 offices; in the Rhineland-Palatinate, 300 classrooms, 452 special rooms, and 3 new senior secondary schools; in the Saarland, 150 classrooms; in Bremen, 68 classrooms, 7 special subject rooms, and 29 special rooms including 8 kitchens and 9 craft rooms. In Baden-Württemberg, 45 swimming pools for schools were built in the financial year 1959.

The Conference of the Ministers of Education conducted a statistical survey of the present position and future plans with regard to school construction, which showed that in spite of the many new schools erected the need has continued to increase in recent years. There are many reasons for this, e.g. the growth of towns, the replacement of obsolete school accommodation and the raising of the school-leaving age. Additional special rooms (craft rooms, laboratories, kitchens, etc.) are urgently required.

The efforts made by the *Länder* for school construction have led to a reduction of the shift system. In Bavaria progress has been made in this respect, particularly in rural schools. In Berlin, where lack of school accommodation has largely been remedied, this shift work has disappeared



in all but one suburban region. In order to accelerate the abolition of the shift system, a measure adopted in Hamburg was the erection of prefabricated bungalow-type pavilions and three-storey blocks with a cross-shaped ground-plan. There is evidence everywhere that efforts are being made to adapt school accommodation to the requirements of modern school life.

In all the *Länder* the expansion of schools of engineering has made further progress; in North Rhine-Westphalia, for example, one school of engineering and 11 buildings for lecture rooms, workshops and laboratories have been completed.

#### ORGANIZATION

##### Reorganization and Standardization

In last year's report, the plan for the reorganization and standardization of public education was briefly mentioned. This basic plan was submitted in February, 1959, after five years' preparation, by the German committee on education which was set up, pursuant to a Bundestag resolution, by the Conference of the Ministers of Education in conjunction with the Federal Ministry of the Interior.

This over-all plan covers the entire public education system in the Federal Republic, excluding vocational training schools and institutes of higher learning. The experts have confined themselves to organizational proposals and deal with teaching methods and choice of material only in as far as is necessary for comprehension of the plan.

The plan is concerned with adapting the German educational system to the political and social upheavals of the past fifty years. The German committee has elaborated proposals for an educational system based on cultural and moral foundations binding on the entire people and which take into account the development of civilization and pedagogic knowledge; it has retained the traditional three branches in the structure of the German school system, i.e. the primary school, the junior secondary school and the senior secondary school.

According to the plan, the primary school should continue to comprise the first four school years. Thereafter, the large majority of children should be admitted to the two-year preparatory stage, where school life should continue to be on a general basis for all children, and the majority of lessons should be given without dividing the classes. The children should, however, have the opportunity by a choice of courses of developing abilities in keeping with their age.

The preparatory stage involves the surmounting of many obstacles, especially in rural areas. It must be viewed in the context of a discussion that has been going on among the public for years about selection procedure and the age for admission to secondary schools. In most *Länder* transfer to the secondary school takes place after the fourth primary class has been completed. Although all the *Länder* endeavour to handle the entrance procedure (mostly short examinations) very carefully, the question remains whether it is possible at the age of about ten to arrive at conclusive decisions regarding the pupils' future education. Furthermore, in recent years the number of pupils seeking admission to secondary schools has been steadily increasing and the German committee considers this to be the most substantial difficulty in the present educational system.



After it has become evident in the preparatory stage which type of education is suitable for the individual pupil, the pupil then passes on, depending on the report he has received, to one or other of the following categories of secondary school:

(1) The *Hauptschule*, which replaces the former 7th and 8th classes in the primary school and in future will include a 9th class, later to be supplemented by a 10th class. Pupils of this type of school start working at about the age of 15 (16 when the 10th school year has been generally introduced). As the 9th year is at present compulsory only in Berlin, Bremen, Hamburg, and Schleswig-Holstein, it will first have to be introduced in the remaining *Länder*. The 9th and later the 10th school year is to be organized in collaboration with the vocational schools and serve as an introduction to them.

(2) The *Realschule* which is to replace the present middle school and junior secondary departments in primary schools. In contrast to the junior secondary schools, which finish with the tenth school year, the *Realschule* is to comprise the seventh to the eleventh classes. The course will lead to a certificate entitling the holder, like the intermediate leaving certificate, to take up occupations requiring certain superior qualifications. Pupils showing talent will be able to transfer to a senior secondary school upon completing the eleventh school year, after passing an examination.

(3) The *Gymnasium*, a senior secondary school with science and language departments culminating after seven years (seventh to thirteenth school years) in the senior leaving certificate which qualifies for entrance to the university. At present, in most of the *Länder*, the *Gymnasium* covers the fifth to the thirteenth years; this means that the fifth and sixth classes would become the preparatory stage. Moreover, a fundamental reform of instruction in the upper classes of the *Gymnasium* (classes 11 to 13) is recommended; the course of instruction will concentrate on a few subjects only, and the pupils will receive a more thorough training in scientific thinking.

In addition to the *Gymnasium*, the plan envisages a *Studienschule* to which children who have already shown in the fourth primary school year that they will in all probability be capable of university studies, can be admitted on the basis of a report from the primary school, after passing a special aptitude examination. This school will comprise a Greek division and a French division according to the third language chosen after Latin and English. This course will prepare in 9 years for the senior leaving certificate and university studies.

The term senior secondary school (*Höhere Schule*) will be the generic term for both the *Gymnasium* and the *Studienschule*. The admission of children to the *Realschule* and the senior secondary schools requires the permission of their parents. To make allowance for children who are late in developing, it will be possible to effect transfers from the *Hauptschule* to the *Realschule* and from the *Realschule* to the *Gymnasium*. Such transfers are already possible under the present educational system in all the *Länder*.

There is no doubt that the proposed reorganization would bring about a considerable degree of standardization of the educational structure in the Federal Republic: the lack of homogeneity at junior secondary



level would cease, and in the *Gymnasium* there would also be greater uniformity in the sequence of foreign language study. The new plan, which is addressed to the parliaments and governments of the *Länder*, to school authorities, parents and teachers, met with a lively response among the public. The education authorities and the Conference of the Ministers of Education are considering the plan from every angle. The Ministers of Education are agreed that a number of the proposals which have been the subject of discussion for some time should be put into practice now, while others require a further examination of actual conditions and possibilities, especially in view of the shortage of teachers, which cannot be remedied immediately.

The following are some of the proposals which it is intended to carry out now: (1) the extension of the *Hauptschule* by introducing the ninth school year where this has not already been done; (2) the reorganization of the upper classes (11th to 13th) in the *Gymnasium*; (3) the improvement of the selection procedure for admission to secondary schools, admission to the senior secondary school being open to all talented children regardless of origin or family circumstances. The Conference of the Ministers of Education directed the schools committee to find solutions with regard to these three points.

#### **Vocational Continuation Courses**

In Bavaria, additional continuation courses have been established in vocational schools for the purpose of supplementing general education in conjunction with specialized training; at present there are 31 such classes. In Bremen, the number of continuation courses has risen from 15 to 25. In the Rhineland-Palatinate, the question of transfer from vocational continuation courses to a school of engineering has been settled, and directives issued regarding qualifications to enter advanced technical schools and the final examination at vocational continuation schools.

#### **Five-Day Week**

In Berlin (as previously in other *Länder*) the five-day week has been introduced in one primary school (first to sixth classes) and in one advanced primary school division (seventh to ninth classes) by way of experiment. In Hesse, the five-day week has been introduced into schools at Frankfurt, Wiesbaden and Waldernbach (district of Weilburg) and in a junior secondary school at Kassel.

#### **Evening Secondary Schools**

One new evening senior secondary school has been opened in Hamburg and Bavaria, and two in North Rhine-Westphalia. These schools enable persons who are working, have completed a course of vocational training and are not more than 35 years of age, to prepare for the senior leaving certificate examination and for the university.

#### **Transfer and Promotion of Pupils**

In the Rhineland-Palatinate, a new method has been tried out for transfer to the secondary school (junior or senior) at the end of the 4th primary school year. As opposed to the other *Länder*, which all apply a very careful selection procedure with examinations and tests, there are no entrance examinations in this *Land* if the primary school declares the child to be fit for a secondary education.



Directives for the promotion of pupils already exist for junior and senior secondary schools, and the Conference of the Ministers of Education has now promulgated regulations for promotion in primary schools. In a preamble, it is stated that children should be examined before being admitted to the primary school to see if they are fit for school. Where this is not the case they should first attend a kindergarten or, if that is not possible, enrolment should be postponed for a year. The promotion rules are based on the principle that the pupil should if possible remain in the same community and go up to the next class with the same classmates, unless it is evident beyond doubt that he would make better progress in another class or in a special school. The pupil should be transferred to the next class even if his performance has not fully justified his promotion, provided there is reason to assume that he will be able to cope with the work in the higher class by virtue of his ability and willingness to work.

Hamburg, Lower Saxony, North Rhine-Westphalia and Bavaria have reported on efforts to facilitate transfer from junior to senior secondary schools. In Bavaria, in order to enable intelligent junior secondary pupils to qualify for a university education, new rules have been issued for the admission of pupils holding the junior secondary certificate to senior secondary schools. Such pupils can obtain the senior leaving certificate after having successfully completed three years at a senior secondary school. In North Rhine-Westphalia, suitable pupils can take a junior secondary continuation course which also leads them to the senior leaving certificate examination after three years. In some senior secondary schools in Lower Saxony special classes have also been established for talented pupils who have completed a junior secondary course. As in all the *Länder*, pupils who have completed a junior secondary course can be admitted to a senior secondary school after passing an examination.

Bavaria is in the process of transforming State three-year junior secondary schools into four-year schools, to which pupils will be admitted after the sixth class in the primary school instead of the seventh as hitherto. The total duration of the course for junior secondary pupils, which is ten years, is not thereby affected.

#### **Length of Courses**

In accordance with directives of the Conference of the Ministers of Education, North Rhine-Westphalia has introduced the six-semester course (3 years) at schools of engineering for machine construction and building. The five-semester course will be discontinued in 1961. As from then, training at schools of engineering in all the *Länder* will last three years.

#### **Courses for Foreign Students**

At the suggestion of the Conference of the Ministers of Education, courses have been established at Aachen, Frankfurt and Hamburg, for foreign students wishing to study at German universities. Other courses are to be started shortly. These courses are intended to provide foreign students whose qualifications do not fill the requirements for entrance to German universities and colleges with full-time instruction lasting one year which will give them the rudiments of the subjects they wish to study and a knowledge of the German language. The establishment of such courses was urgently needed, as the number of foreign students has greatly



increased in recent years; in 1955 it stood at 6,098, but today it has passed the 20,000 mark.

#### **University Entrance**

In Bavaria and North Rhine-Westphalia, admission to universities without the senior leaving certificate, which has been possible for several decades now, has been reorganized in accordance with directives issued by the Conference of the Ministers of Education.

#### **Adult Education**

The German committee on education has submitted a full report on adult education. Hesse has reported the erection of a new residential folk high school intended primarily for political education. In North Rhine-Westphalia, 10 additional evening folk high schools and two residential folk high schools have been given official recognition by the State.

### **CURRICULA, SYLLABUSES AND METHODS**

#### **Curriculum Questions**

New curricula have been issued in Baden-Württemberg, Bremen, Hamburg, Hesse, North Rhine-Westphalia, Lower Saxony, the Rhineland-Palatinate and the Saarland.

In Bremen, the curriculum has been completed for the primary school (classes 1 to 6) and the senior secondary school. In the former, endeavours have been made to maintain a reasonable balance between the teacher's initiative and binding regulations. Education for social consciousness does not figure in the curriculum as a specific subject but is a basic principle of the entire curriculum.

In the primary schools in the Saarland, teaching was carried out in accordance with new directives based on the educational experience of recent years and providing a framework in which the teacher can develop his initiative.

In Hamburg, directives have been issued for the advanced division of the primary school (classes 7 to 9). In order to avoid overtaxing the pupils, the plan provides for a reduction from 32 to 30 lessons per week. School is to close on Saturdays after the third lesson. It has therefore been necessary to reduce the time given to several subjects. Provision has been made for taking certain individual subjects together under one heading, so avoiding too much specialization and emphasizing the links between the various subjects. An example is provided by the curriculum for class 9 which contains three main points: an introduction to current events, to earning a living, and to the cultural sphere.

North Rhine-Westphalia has published a new curriculum for primary schools. In Hesse, the curricula for general education schools have been further tested. The middle classes in senior secondary schools (classes 8 to 10) have been relieved of some material and teaching curtailed by two lessons a week.

In the Rhineland-Palatinate new curricula prepared for senior secondary schools came into force in April, 1960. The choice of educational material is based on the principle of restriction to typical examples, intended to make a thorough assimilation of the material easier for the pupils. Lower Saxony has published new syllabuses for mathematics, physics, chemistry and biology in senior secondary schools.



The senior commercial colleges and rural domestic science schools in Baden-Württemberg were given new curricula. The curriculum for the latter takes into account that today many pupils in rural districts are no longer employed in agriculture as formerly, but in households and industry and that the rural household, and not agriculture as such, is of primary importance, even for farmers' daughters. Instruction in German and social science has been increased.

Hesse has published curricula for vocational schools of agriculture and forestry, horticulture, and rural housekeeping.

North Rhine-Westphalia has submitted directives on physical training in primary, junior secondary, senior secondary and vocational schools.

Berlin has issued directives for sex education in schools. This innovation has aroused great interest in the press and among parents.

#### **Civic Education**

For years the education authorities have devoted particular attention to the political education and training of the younger generation. Political education is intended to give the pupils a basic knowledge of the most important facts of social, national, and international life, and lead the pupils to acquire a sense of their own responsibility in shaping public life. The will and the capacity to act in accordance with democratic principles and to cooperate in the democratic State should be awakened by these lessons. The German committee on education, in a statement of 30th January, 1960, urgently pointed out the importance of cooperation between all who are responsible for the education of children and young people. A translation of the book « Education in Racial and Intergroup Relations » written by C. Bibby was supplied to many schools. To complete measures already taken, the Conference of the Ministers of Education has issued directives on the treatment of the recent past in the teaching of history and civics in the schools. All the education authorities have endeavoured to intensify political education and contemporary history teaching and to review history textbooks. In Hamburg, classes 10 and 13 in the senior secondary schools have been getting two compulsory lessons a week in civics since April, 1960. In the advanced division of the primary school, civics has been introduced as a new subject. In the Rhineland-Palatinate the number of history periods a week has been increased to three and those in civics to two. Berlin has issued directives for political education and training in Berlin schools.

#### **TEACHING STAFF**

##### **Shortage**

In some *Länder* there is a noticeable lack of teachers, mainly in primary schools, especially owing to the general introduction of the ninth school year. Many methods have been tried to relieve the situation; for instance, in Bavaria, the top classes in the senior secondary school were given talks on the teaching profession.

##### **Training**

A detailed report was given on the new regulations for training primary school teachers in Baden-Württemberg, Bavaria and Hesse. In Bavaria, the training for primary school teachers has been extended from 2 to 2½ years; the ultimate goal is a three-year course, as in almost all the *Länder*.



Full-time physical training lecturers have been appointed at all teachers' training colleges in Bavaria. A new form of supplementary professional training has been introduced in Hamburg for probationer teachers in primary and junior secondary schools. During the first two years' teaching, the teacher, whose number of periods per week has been reduced from 29 to 24, is under obligation to attend courses at the institute for the further education of teachers. For teachers in their first year, a seminar has been established at which they are given insight into practical primary school teaching under the guidance of experienced lecturers. In their second year, teachers must attend two seminars on a particular subject.

In keeping with the growing importance of civics and contemporary history the *Länder* are trying to improve the training of teachers in this subject. In Hamburg, for example, a new chair of contemporary history has been established at the university. Hesse is the first *Land* to admit political science as a regular examination subject for teachers in senior secondary schools.

Berlin has established a seminar for vocational and advanced technical teachers which prepares them for the second State examination. The Saarland has reorganized the training of commercial and technical teachers. The training lasts 8 semesters and no longer takes place at the pedagogical institute for vocational school teachers (technical college), but at Saarbrücken University and at the institute of professional technical studies. The Saarland is thus following in the wake of Hamburg and North Rhine-Westphalia, where the university also provides for the training of vocational school teachers.

Special efforts have been devoted in all the *Länder* to the further education of teachers. Numerous lectures, weekend courses and special events have been organized. In Hesse and in the Saarland new further education centres have been opened. The newly established branch of the Hesse teachers' further education organization in Frankfurt mainly concerns itself with modern science and basic technical education.

#### Status

The school administration law of North Rhine-Westphalia entailed the transfer of 22,000 primary teachers from the jurisdiction of the local authorities to the *Land* administration. In the course of a general salary increase for civil servants, teachers' salaries will also be raised shortly.

### AUXILIARY SERVICES

#### Special Schools

The schools committee of the Conference of the Ministers of Education has published a report on the organization of special schools prepared by a group of experts. It contains proposals for the development of the special school system in the Federal Republic on uniform lines.

#### Sick Children

In Berlin experiments have been made with a combined transmitting and receiving instrument for the education of children not able to attend school. These experiments have proved successful. With the aid of these devices these children are able to complete the course and also maintain lively contact with their class.



In Homburg (Saar) a speech therapy school has been opened for children with speech defects.

**Educational Psychology** Bavaria, Berlin and Hesse have reported the extension of the educational psychology advisory service. At present there are 12 school psychologists in Hesse. In addition to providing direct advice to the school or parents, the school psychologist's tasks also include cooperation in trying to improve teaching methods and in the promotion of talented pupils. In Hamburg, the first meeting of German school psychologists took place in May, 1959, with guests from Denmark, Austria, Yugoslavia and Switzerland.

**Self-Government** Gratifying progress has been made in the period under review in the field of pupils' self-government, which takes place generally in connection with the organization of school celebrations and ceremonies, staying in school holiday homes, and questions of school discipline. In Baden-Württemberg approximately 80 school magazines have appeared and in Hesse a competition was held between school magazines. In the Rhineland-Palatinate a prize was offered to pupils in top classes of senior secondary schools for outstanding performances in modern history and civics. Federal President Lübke on the occasion of his visit to Berlin took part at a meeting of the Berlin pupils' parliament.

**School Excursions** In the period from October, 1958, to September, 1959, more than 23,000 Berlin pupils made excursions to the Federal Republic. Necessitous pupils received considerable grants from budget funds and donations.

The number of classes from the Federal Republic desiring to become acquainted at first hand with the problems of the partitioned city of Berlin is increasing steadily, as can be seen from the following figures: in 1955, 28 classes with 794 pupils; in 1956, 146 classes with 4,469 pupils; in 1957, 529 classes with 15,424 pupils; in 1958, 947 classes with 24,811 pupils; and in 1959, 1,264 classes with 34,639 pupils. To ensure the care of the classes visiting Berlin, courses were established for teachers in the period under review and were attended by 60 Berlin teachers.



# GHANA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Reorganization* — *Inspection* — *Finance* — *School Building* — QUANTITATIVE DEVELOPMENT — *Primary Education* — *Middle Education* — *Secondary Education* — *Higher Education* — ORGANIZATION — *Examinations* — *Technical Education* — *Higher Education* — *People's Education* — *School Year* — CURRICULA, SYLLABUSES AND METHODS — *Adapting School to Life* — *Teaching of English* — *Textbooks* — TEACHING STAFF — *Training* — *In-Service Training* — AUXILIARY SERVICES — *Scholarships* — *Library Facilities*

### ADMINISTRATION

#### **Reorganization**

The Ministry of Information and Broadcasting merged with the Ministry of Education during the year, thus constituting the Ministry of Education and Information which comprises the general education division and the information division.

In July, 1959, the number of regional education offices was increased by one to six when the Brong Ahafo area was separated from the Ashanti region. Each regional education office administers a number of education districts of which there are now 21 throughout the country.

A new scholarships secretariat was established early in 1959 under the Prime Minister's office to administer and control all scholarship schemes operated by the Ministry of Education and Information, other government departments and by the Cocoa Marketing Board. The need for qualified personnel to meet the requirements of the second development plan has made it very urgent to devise a progressive scholarship scheme. A five-year programme is being worked out.

Another major change in school administration was the amalgamation of local education committees into larger bodies to reduce duplication of effort, with its consequent lack of concentration of funds for developing schools managed by local authorities.

The newly set up local education committees are composed of 6 councillors, representatives of the major educational units in the area, and a representative of teachers' interests.

#### **Inspection**

The regulations regarding the inspection of approved primary and middle schools were revised to allow inspecting officers to give concentrated professional assistance to all grades of teachers in their areas.

There should be full scale inspection of each approved school by a team of officers once in three years.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. J. S. OCRAN, Delegate of the Government of Ghana.



All approved secondary schools and teacher training colleges are inspected by officers of the general education division of the Ministry. It is proposed to set up a special inspectorate whose duty will be the inspection of secondary schools and teacher training colleges. The team is to be composed of one senior inspector and five inspectors.

Government technical institutes are inspected periodically by the chief technical education officer assisted by a panel of officers of the technical division and the general education division of the Ministry.

**Finance** In 1957-1958 actual expenditure by the Ministry of Education and Information was 5,744,417 Ghana pounds compared with 6,350,803 in 1958-1959. This shows an increase of 606,386 over the previous year's expenditure (+ 10.5%).

The following table gives the actual expenditure of the Ministry of Education in 1958-1959, expressed in Ghana pounds.

	Recurrent Expenditure	Capital Development
Primary education . . . . .	2,483,456	51,870
Middle education . . . . .	496,236	
Secondary education . . . . .	562,418	132,445
Adult education . . . . .	9,350	—
Technical institutes and trade schools . . . . .	74,887	81,693
Scholarships . . . . .	260,779	112,661
University College of Ghana . . . . .	930,000	1,182,295
Kumasi College of Technology . . . . .	595,570	25,000
Teacher training . . . . .	938,107	219,879
Buildings . . . . .	—	122,328
Total . . . . .	6,350,803	1,928,171

**School Building** By the end of the consolidation plan period (1957-1959), the following major developments in the Ministry's building programme for teacher training colleges had been completed: 7 dormitory blocks, 2 classroom and administration blocks, 2 classroom blocks, 55 staff houses, 3 science blocks, 11 specialist course classrooms, 1 music block, 1 dining hall with kitchen, 1 block of offices, 1 housecraft block, 1 assembly hall, and 1 library. Extensions were made to some college buildings. The St. John Bosco training college at Navrongo was rehoused, and major repairs were made to two colleges. Secondary schools were extended and the building of new ones was under way in the latter part of the year.

## QUANTITATIVE DEVELOPMENT

**Primary Education** There was all-round increase in enrolment, particularly of girls, and development has reached a stage where in many parts of the country universal education is almost a reality. In 1958, there were 3,402 primary schools; this increased to 3,428 in 1959. Enrolment of pupils has increased from 455,053 in 1958 to 465,290 in 1959, i.e. an increase of 10,237 pupils (+ 2.2%).

**Middle Education** The middle school system has also continued to expand. In 1958, there were 1,030 schools with an enrolment of 125,513



(93,215 boys and 32,678 girls). In 1959 the number of schools rose by 88 to 1,118, with an enrolment of 139,984 (102,162 boys and 37,822 girls). The increase in the number of pupils was therefore 14,471 (+ 11.5%).

**Secondary Education** In 1958, there were 39 secondary schools financially supported by the government, i.e. 1 autonomous (government endowed) school managed by an independent council, 2 government schools (including the secondary technical school), 18 assisted schools of which 12 are boarding schools, and 18 "encouraged" schools. The government secondary technical school at Takoradi combines grammar school education with courses in mechanical engineering and building trades.

Total enrolment in the 39 secondary schools was 10,423 in 1958. No additions were made to the number of secondary schools in the approved list during the 1959 year. Work on extensions started during 1958, however, had, by December, 1959, allowed an increase in intake from 2,416 in January, 1959, to 2,714 in January, 1960. As a result enrolment rose from 10,423 to 11,111, i.e. an increase of 688 (+ 6.2%). Secondary education is in fact the main feature of the second development plan educational programme and it is hoped by 1964 to bring the annual intake of secondary schools to up to 6,000.

The Ghana Educational Trust, a body established in 1957 and financed by the Cocoa Marketing Board, undertook to provide permanent buildings for 7 day and "encouraged" secondary schools. As a result, 6 of the schools were able to take either a second stream or a third stream in the first year in January, 1960. In addition, two other schools which were able to secure additional accommodation are developing into two-stream institutions. The Trust is also providing a number of new secondary schools, 5 of which started to function in January this year. It is hoped that these 5 together with 4 others which were in existence prior to 1959 will be approved with effect from July, 1960.

Plans for rehousing Accra Academy, the Presbyterian secondary school, Odumase and Accra high school are in an advanced stage.

In December, 1959, approval was given to two more schools to provide sixth form facilities. There are therefore 11 schools with a sixth form in the country. The new additions are both girls' institutions. Admissions to the lower sixth in January, 1960, totalled 361 as against 304 in the corresponding month last year.

**Higher Education** A total of 531 (519 men and 12 women) were pursuing courses in the following departments of the Kumasi College of Technology: agriculture, commerce, engineering, pharmacy and science.

The University College of Ghana had 519 students (488 men and 31 women) studying in the faculties of arts, social studies, physical sciences, biological sciences and agriculture. There was for the academic year 1958-1959 a total staff of 159.

## ORGANIZATION

### Examinations

For the first time two separate examinations were held for the selection of candidates to secondary schools and technical institutions.



**Technical Education** It is intended to establish at some time during the plan period a college of science for post-graduate training.

The immediate task, however, is to expand the lower levels of technical training, both to provide skilled workmen for industry and to provide a field for the selection of students for more advanced technical training. Technical education below degree level was up to June, 1959, given in four trade schools and four technical institutes. Since July, 1959, the trade schools have been reorganized and renamed junior institutes providing a slightly higher level of training. The technical institutes will also be reorganized so as to provide additional junior institute training in addition to their own courses, until sufficient new junior institutes can be established. There are ultimately to be six technical institutes concentrating on advanced training.

The sum of 1.5 million Ghana pounds has been provided in the second development plan for the reorganization and expansion of technical education.

It is intended that the institutes at Kpandu and Tamale will be upgraded to the status of technical institutes towards the end of the second development plan. With this object in view they have been equipped on a higher scale than the two older institutes at Asuansi and Mampong which may eventually offer agricultural courses, to be run in collaboration with the agriculture stations which adjoin the institutes at both places.

Plans have been made to turn the technical institutes at Accra, Kumasi and Takoradi into semi-residential establishments to cater for the needs of students, particularly on advanced craft and senior technical courses, who have been drawn from other parts of the country. The technical institute at Tarkwa, opened in 1952, was intended primarily to serve the needs of the mining industry. It has specialized in "sandwich courses" for employees in the mining industry, with the students attending special 6-week courses three times a session. In January, 1960, a senior technical course in metalliferous mining was mounted in collaboration with the Ghana Chamber of Mines. Boarding accommodation has recently been provided at this institute.

In the second development plan it is envisaged that a national apprenticeship scheme will be set up and the technical education division will be closely associated with the organization and implementation of the scheme.

### **Higher Education**

During his visit to the Kumasi College of Technology in 1959, the Duke of Edinburgh opened the Queen Elizabeth II hall of residence. Plans are in progress to transfer the commerce department of the College to the buildings formerly occupied by the University College of Ghana at Achimota in order to form the nucleus of the college of business administration which will recruit students from all over Africa.

### **People's Education**

The institute of extra-mural studies of the University College of Ghana is financed by the University College. The institute, in conjunction with the people's educational association of Ghana, organized courses for adults throughout the country. The first admission of undergraduates to the department of law took place in October, 1959.



**School Year**

Until 1960, the school year ran more or less in accordance with the calendar year, beginning in January and ending in December with an Easter break in March or April, a summer break in August, and a long vacation in December. A recent significant change is the alteration of the school year in Ghana to run from September to July in order to bring it into line with the academic year of the University College of Ghana and with universities in other countries. The difficulty in achieving this earlier has been due to the fact that the overseas examining bodies of Cambridge and London Universities have been unable to conduct the school leaving examination in Ghana in the months of June and July. However, the West African examinations council has now developed to a stage where it can in 1960 offer a full school leaving certificate examination which has already been accorded recognition by the Universities of London, Cambridge and Durham.

**CURRICULA, SYLLABUSES AND METHODS****Adapting School to Life**

Efforts have been made to relate the school system to the country's economic and social life. In recent years the need to relate educational work to the ethnic and cultural background of the children has been more keenly felt with the achievement of independence; syllabuses, curricula and textbooks have therefore been revised with a view to greater realism in education.

**Teaching of English**

Since 1959 the teaching of English has been intensified and English is now the medium of instruction throughout all primary schools in the country.

**Textbooks**

The primary branch of the Ministry offered professional advice on textbooks published by Ghanaians and others especially from the standpoint of giving the books a Ghanaian background.

An exhibition of school textbooks organized by the Ministry was held at the Accra technical institute in January, 1959; 56 overseas publishers were represented at the exhibition and about 6,400 books were displayed. Fifteen training colleges, the University College of Ghana institute of education, the Akropong school for the blind, the Ghana Library Board, the British Council and 8 government departments whose work is closely associated with education were some of the important exhibitors.

**TEACHING STAFF****Training**

The number of teacher training colleges remained at 30, but will go up to 31 in September, 1960, with the opening of a new women's "certificate B" college in Kumasi.

Enrolment increased from 4,055 in 1958 to 4,274 in 1959.

The position as regards staffing improved from 327 tutors (of whom 79 were graduates) in 1958 to 348 (89 graduates) in 1959. There has also been a steady improvement in post-secondary teacher training.

Technical teacher training courses started in September, 1959.



**In-Service Training** The primary branch of the Ministry conducted three two-week courses designed to introduce newly appointed pupil teachers to teaching; 796 pupil teachers of whom 288 were girls attended these courses. Four six-week courses were subsequently held for 1,168 pupil teachers including 444 women. In addition 27 vacation courses of which the main theme was English were held for pupil teachers.

A number of trained teachers attended refresher courses organized by district education officers, training colleges and the Union of Teachers and Educational Workers. A variety of subjects were treated at these courses although English was the main subject in all of them.

A special course for head teachers of primary and middle schools was organized by district education officers all over the country in November and December. It was based on the use of the new school syllabuses issued by the Ministry on the handling of schemes of work in the 1960 two-term school year. Inspecting officers and assistant education officers attended similar courses.

The refresher course for handicraft teachers offered at Tarkwa technical institute during the session 1959-1960 has now developed into a two-year course at Mampong junior technical institute for "certificate B" teachers who wish to be trained as handicraft teachers.

#### AUXILIARY SERVICES

**Scholarships** This year, on the results of the common entrance examination for admission to secondary schools, scholarships were awarded to certain pupils to pursue secondary education in government assisted schools. In addition, awards were made to deserving pupils in government and assisted secondary schools. As in the previous year, full sixth-form bursaries were awarded to pupils entering the sixth form. The special scholarships scheme to enable persons from Northern Ghana to study for the Higher School Certificate and qualify for admission to the University College of Ghana, which was introduced in 1957, has continued to be operated.

In 1959 there were 1,005 students on government scholarships, 319 of whom were at overseas institutions. Of Ghana government overseas awards, 105 scholars were training to be doctors, 25 as engineers, 18 lawyers and solicitors, 17 were taking courses in forestry, 11 in architecture, and 12 in veterinary science; 72 scholars were training under awards from Commonwealth and foreign governments and international agencies and 47 further awards were made in respect of these offers for medicine, veterinary science, engineering, etc.

**Library Facilities** A service for the loan of copies of professional and other books to teachers was operated. Assistance and advice was given to the Ghana Library Board in connection with the schools mobile library service, which is designed to enable middle schools to borrow books from a library van which visits each school once a term. The distribution of teachers' reference books for primary schools, started in 1958, was continued and improved.



# GUATEMALA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *New Administrative Body* — *Inspection* — *Budget* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Pupils* — ORGANIZATION — *Technical and Vocational Education* — *Evening Schools* — TEACHING STAFF — *Training* — *Further Training* — AUXILIARY SERVICES — *Scholarships*

### ADMINISTRATION

**New Administrative Body** A national commission for school building and literacy has been set up under government decision No. 908 of 13th October, 1959.

**Inspection** The inspection services have been increased in the capital, and a plan has been drawn up to improve teachers' work and to give effective aid to the education services.

**Budget** The budget for public education is one of the highest in the State. The annual State expenditure per pupil (expressed in quetzals) is as follows:

Infant schools . . . . .	37.72
Rural primary schools . . . . .	22.09
Urban primary schools . . . . .	29.02
Evening primary schools . . . . .	20.92
Industrial schools. . . . .	17.67
Secondary and vocational schools . . .	121.26

In calculating State expenditure for the year 1959, the following items have been included: teachers' salaries, administrative staff salaries, employees' wages, rent of premises and general expenses.

**School Building** In the last few years a large gap has grown up between the increasing school population and the number of schools. A tripartite plan for school building has been introduced in order to meet this shortage of school premises. The authorities participating in this plan are: the government, specialized bodies, and the municipalities and communes of the Republic. This method has the advantage of giving the communes and municipalities a sense of their responsibility for educational matters and requires their active participation in the educational field.

<sup>1</sup> From the report sent by Mr. A. DUPONT-WILLEMEN, Delegate of the Government of Guatemala to the XXIIIrd International Conference on Public Education.



## QUANTITATIVE DEVELOPMENT

**Number of Pupils** The following statistics show the number of pupils in 1959-1960 and the increase over 1958-1959.

	1958-1959	1959-1960	Increase	
Infant schools . . .	16,154	17,221	1,067	6.2%
Primary schools . .	270,149	293,441	23,292	8 %
Secondary and vocational schools . .	21,202	24,228	2,926	12 %

## ORGANIZATION

**Technical and Vocational Education** The Ministry of Education has been particularly concerned with technical and vocational education, which provides specialists for the industrial development of the Republic. In cooperation with SCIDE, a technical institute is to be set up to give the inhabitants an opportunity of specializing in their work or of learning new trades. This institute has received the support of many business men in industry.

**Evening Schools** Two evening schools for adults have been opened in the capital. As an experiment, students at the central teacher training college for men have been authorized to give the evening classes.

## TEACHING STAFF

**Training** The training school for music teachers and the training school for physical education teachers, which were set up during the year, provide new opportunities for the pedagogical training of teachers of these subjects. In addition, under government regulations, the staff at present teaching these subjects are obliged to take training courses.

**Further Training** The government has been concerned with the improvement of teachers' professional qualifications as regards pedagogical techniques. To this end, international bodies for educational cooperation have placed at the disposal of the Ministry of Education technicians and experts, who have held conferences and various further training courses not only in the capital but also in various parts of the Republic.

## AUXILIARY SERVICES

**Scholarships** Important changes have been made in the award of scholarships in order to avoid all risk of favouritism. The evaluation department of the technical board of national education is responsible for the supervision of the examinations which must be taken by candidates; 729 scholarships have been awarded.



# HONDURAS

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Budget* — *School Buildings* — *Inspection* — QUANTITATIVE DEVELOPMENT — *Numbers* — CURRICULA, SYLLABUSES AND METHODS — *Secondary Education* — TEACHING STAFF — *Further Training* — *Status* — AUXILIARY SERVICES — *Pupils' Health*

### ADMINISTRATION

**Budget** In 1960, the Ministry of Education budget totalled 14,194,610 lempiras; the increase over 1959 is 1,291,771 lempiras (+10%).

**School Buildings** In 1960, work was completed on 24 urban schools comprising 229 classrooms and 168 rural schools with 325 classrooms, making a total of 192 schools with 554 classrooms. The total number of schools is 3,127.

**Inspection** Since 1959, the pedagogical branch of the general department of primary education has been implementing the pedagogical guidance plan for heads and assistant heads of urban schools in the central district. It has introduced a new system of termly evaluation, which is being use in 180 schools. This system will be introduced progressively in all the primary schools in the country. Inspection of schools is carried out by 18 departmental inspectors of primary education and 18 auxiliary inspectors. With the agreement of SCIDE (*Servicio Cooperativo Interamericano de Educación*), a course for inspectors and educational administrators was started in 1960. It began on 15th March and will last two years. Seventy-five teachers are taking part.

### QUANTITATIVE DEVELOPMENT

**Numbers** In 1960, the number of pupils enrolled in primary schools was 205,336, which is 15,047 more than in 1959 (+ 7.9%). At secondary level the number of pupils was 14,632. The number of teachers was 6,580, of whom 1,640 were secondary school staff. The increase in the number of teachers over 1959 was 477 (+ 7.8%).

### CURRICULA, SYLLABUSES AND METHODS

**Secondary Education** Curricula and syllabuses are now being drawn up for the third year of the new general culture course and for the differentiated course.

<sup>1</sup> From the report sent by the Ministry of Education of Honduras.



### TEACHING STAFF

**Further Training** Two meetings for teachers of natural science were held in 1959 and a third in 1960. The participants were teachers for the first and second years of the secondary school general culture course.

**Status** For the first time, full-time teachers have been appointed in the secondary schools of the capital and of a few other towns.

### AUXILIARY SERVICES

**Pupils' Health** In collaboration with the public health and social assistance services, the secretariat for public education has started to introduce a school health programme in six primary schools of the central district. This programme covers: (a) a school medical service, (b) a nutrition service, and (c) the teaching of hygiene.



# HUNGARY

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Supervision* — *Budget* — *School Building* — QUANTITATIVE DEVELOPMENT — *Kindergartens* — *General Schools* — *Adult Education* — *Secondary Schools* — *Higher Education* — ORGANIZATION — *Continuation Schools* — *Specialized Secondary Schools* — *Higher Education* — CURRICULA AND METHODS — *General Schools* — *Grammar Schools* — *Schools of Economics* — TEACHING STAFF — *Training* — *Further Training* — AUXILIARY SERVICES — *Handicapped Children* — *Youth Movements*

### ADMINISTRATION

#### Supervision

In 1959-1960 polytechnical education was introduced into 500 additional general schools and into a great many of the grammar schools. This has required the organization of polytechnical supervision, which entails the control of conditions for practical work and the direction of occupational training.

Special attention has been paid to the supervision of ideological education, and to giving education a more practical character. Supervisors have directed the search for new educational methods, and have encouraged teachers to develop the students' cooperative spirit and initiative.

#### Budget

The budget for the cultural institutions under the Ministry of Education and the councils was 3,668,014,000 forints for 1959 and 4,236,767,000 for 1960. The increase is 568,753,000 forints, i.e. 16%. The central budget of the Ministry of Education was 870,994,000 forints for 1959 and 908,285,000 for 1960. The budget for the institutions under the councils was 2,797,020,000 for 1959 and 3,328,482,000 for 1960. This does not include the budget of those institutes under the control of other ministries.

#### School Building

The building of 3,500 classrooms for general schools was planned for the period 1958-1961. In 1958, 938 of these were built from State resources and 112 from social resources, making a total of 1,105. In 1959, a total of 1,324 general school classrooms were built (1,054 from State resources and 270 from social resources). The increase of those built in 1959 as compared to the previous year is 26%.

### QUANTITATIVE DEVELOPMENT

#### Kindergartens

The expansion of the kindergarten network is shown by the following statistics for 1959. The increase compared to the previous year is given between brackets.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. J. BENCEDY and Mr. V. CSOMA, Delegates of the Hungarian Government.



Number of kindergartens . . . . .	2,780 (+124 or 4.7%)
Number of pupils. . . . .	177,826 (+6,515 or 3.8%)

As a result of the establishment of extensive cooperative farms the number of seasonal kindergartens, open from 2 to 6 months, is increasing.

**General Schools** The following figures show the development of general schools in 1959-1960.

Number of pupils. . . . .	1,314,432 (+45,782 or 3.6%)
Number of teachers . . . . .	56,449 (+ 1,393 or 2.5%)

The number of general schools having a day nursery is 1,015 and the number of pupils using these facilities is 87,872 (+15,855). All these pupils are provided with meals.

**Adult Education** To meet the increasing demand the network of adult education had to be extended. In 1959-1960 the number of students at the evening classes and correspondence courses of the general schools was 56,618, that is 36,799 more than the previous year.

**Secondary Schools** In 1959-1960 the number of students in the secondary schools was 145,498 (+8,341 or 6.1%). Of these, the number of grammar school pupils was 99,349 (+6,721 or 7.3%). The number of students attending secondary technical schools has been adapted to the requirements of the national economy.

The changing of students' homes from purely social into educational institutions continued this year; 41 of the 271 students' homes have already been turned into colleges.

**Higher Education** In the 1959-1960 school year, 25,813 students were studying at the universities and higher schools (+2,384 or 10.2%). This increase is mainly due to the fact that this year the training of general school and kindergarten teachers has been carried out at higher level. In addition, 12,836 workers are studying at the evening classes and correspondence courses (+12,228 or 21%). The universities and higher schools are spending 11.7% of their budget on scholarships and social benefits. Besides, 1,800 university students receive a monthly scholarship of 400-650 forints provided by factories, enterprises and institutes.

## ORGANIZATION

**Continuation Schools** In the 1959-1960 school year, instruction began in about 200 so-called continuation schools. New continuation schools will be gradually established according to requirements. The continuation schools provide part-time schooling for adolescents of 14 to 16 years old who have completed their studies at general schools, and do not continue regular schooling. The aim of these schools is to educate young people in a socialist spirit, to make them like and appreciate physical work, to broaden their general culture, to keep them under regular supervision, to enable them to acquire theoretical knowledge and practical skills in agriculture or trade, according to the type of the school, and to provide home economics courses for girls.



There are two different types of continuation school: industrial and agricultural. The duration of the course in both is two years. Teaching lasts for 5 months (November to March) in the agricultural continuation schools and 10 months (September to June) in the industrial schools, providing instruction twice a week for 3 hours at a time.

The continuation schools are working at present with an experimental curriculum. The experience gained will determine the final curriculum.

#### **Specialized Secondary Schools**

In the year 1959-1960 specialized first-year classes have been opened as an experiment in five grammar schools. These experiments aim at establishing four-year industrial, agricultural and girls' specialized secondary schools which will provide general education as well as the specialized training of a skilled workman.

In addition to theoretical vocational subjects, corresponding practical work is given on two days of the week. During the summer vacation the students receive four weeks' practical training in a specific branch of production.

As the rapid development of the chemical industry requires the training of technical specialists, a two-year course for specialized chemical technicians has been organized. In the schools attached to the factories teaching is done by correspondence courses.

To supply the increasing demands of industry, new branches have been added to the traditional technical schools, such as chemical engineering, printing and leather work.

#### **Higher Education**

A decree has been issued to regulate study facilities for workers studying at the evening classes and correspondence courses of institutes of higher education. Evening class students are entitled to 24 days' educational leave in addition to their annual leave, and 36 days to prepare for examinations. Correspondence course students are entitled to 30 days' educational leave and a further 30 days for compulsory attendance at lectures, etc. These students also receive educational leave for the preparation of their final examinations.

### **CURRICULA AND METHODS**

#### **General Schools**

A new curriculum was introduced in the 5th and 6th grades of the general schools in 1958-1959; in 1959-1960 the new curriculum was introduced, with the exception of some subjects, in the 7th and 8th grades. Besides imparting knowledge, the new curriculum provides educational guidance, ideological education and preparation for practical life.

Simultaneously new textbooks based on this curriculum have been put into use. The textbooks for the 5th and 6th grades, published the previous year, have been revised on the basis of the experience gained, while for the 7th and 8th grades new experimental textbooks have been published. To help the teachers, a new manual has appeared.

An innovation in 1959-1960 was the general use of work books by the pupils for learning geography. From the experience gained, it has been decided to extend the use of these work books to other subjects.



After having introduced the teaching of practical activities last year, a further 500 general schools have started teaching this subject. At present practical work of an industrial or agricultural character is being taught in 1,026 general schools.

To encourage the studies of workers, almost 200 general schools have been established in factories during the year. In these so-called independent schools, the teachers appointed deal exclusively with the education of workers, so that it is possible to test methods best suited to the needs of adults. In the selection of the subject matter, the interest of the students and their specific professional requirements have been taken into consideration.

#### **Grammar Schools**

Only minor changes have been made in the content of syllabuses, by omitting subject matter which is less important or obsolete from the point of view of practical application. Directives have been issued for all subjects, emphasizing education for practical life and the use of modern methods.

In order to raise the standard of education, the question of improving methods has been taken up by the most eminent teachers. Valuable work has been done in developing the students' powers of observation, experimentation, and initiative.

Four new textbooks have been published this year.

As an experiment, in 600 classes of 177 grammar schools vocational work has been introduced for one day a week. This instruction consists of theoretical work (designing, knowledge of materials, technology) and manual occupations, which are all in the hands of specialists.

Besides providing the necessary stock of general knowledge required for further studies at higher level, the new form of education facilitates the adjustment of those who do not wish to continue their studies and enables them to acquire professional qualifications in short-term courses. The curriculum for preliminary vocational training in several trades (wood and metal industry, motor mechanics, agriculture, electro-technology) has been drawn up, and the preparation of curricula for further trades is in progress.

Simultaneously with these experiments, preparations for the school reform have begun. Special committees have been appointed to study the secondary school system, to select up-to-date cultural subjects, to work out methods, etc.

#### **Schools of Economics**

As in the grammar schools, practical work has been introduced for 57 classes in schools of economics on one day a week, during which the students acquire professional knowledge in the field of book-keeping, planning and statistics. Physical work is done primarily in the first and the second years.

The effort to abolish over-specialization in the schools of economics has led to the combination of some subjects.

This school year, experimental foreign language courses have been introduced in 10 schools, in which Russian, English, German and French are taught according to choice and are given a considerable number of hours. These schools train book-keepers, draftsmen and statisticians who are also qualified to deal with foreign correspondence.



To further the studies of young people engaged in productive work, it is possible for anyone who has completed his studies at the general school and has spent half a year working to be admitted to the workers' grammar school and to the evening classes and correspondence courses of the schools of economics; the four days of teaching per week have been reduced to three, so as to increase students' time for studying.

### TEACHING STAFF

#### Training

As the course for the training of secondary school teachers has been raised from four to five years, no teachers will graduate at the university in 1959-1960. The fifth year of their studies will include practical training in schools attached to the university.

Beginning in 1959-1960, the length of study at the teachers' training school will be raised from three years to four. This makes it possible to train general school teachers who will be qualified in three subjects instead of two.

#### Further Training

Under the guidance of supervisors, teachers' working associations were formed in several countries for studying and discussing certain professional and pedagogical problems.

Special attention was given to the provision of continuation courses for educators in children's homes.

### AUXILIARY SERVICES

#### Handicapped Children

Accommodation for boarders in institutes for handicapped children has greatly increased. A new institute has been opened for deaf children of kindergarten age.

A new modern kindergarten is being built for mentally defective children. The kindergarten for the blind has been housed in a newly furnished building.

An institute has been opened to train mentally defective pupils who have finished school as industrial unskilled workers. A special enterprise has been established to facilitate the employment of deaf pupils who have obtained qualifications as skilled workers in the wood institute.

A handbook for teaching deaf and mentally defective pupils has been published. The education of pupils with impaired sight is regulated by a new curriculum.

In connection with the work of the psychological committee of the Hungarian Academy of Science, a sub-committee on education for handicapped children has been set up.

#### Youth Movements

In 1959-1960 nearly 70% of the pupils attending general schools were members of the pioneer organization. The pioneer groups were particularly concerned with the aesthetic education of the members of the organization. To promote musical education a movement was started to encourage the learning of folk-songs, and little brigades of pioneers were organized to perform vocal and instrumental music.

Last summer half of the groups took part in holiday camps and went touring the country. During the winter and spring vacations, or on some other holiday, they took part in trial camps and meetings.



At present about 30% of the secondary school pupils are members of the KISZ (Federation of Communist Youth) and a further 20% are preparing to pass the tests required for admission. This test system with its high standard is very popular among the young people.

With the arranging of lectures, debates, cultural programmes, intellectual games, etc. the organization provides for the enrichment of the young people's general culture and emotional life, and for their ideological training. On the initiative of the KISZ, secondary school students are taking part in great numbers in work of public utility. The summer building camp construction also provides for the students' rest and entertainment by the arrangement of summer camps.



# ICELAND

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — Finance — School Building — QUANTITATIVE DEVELOPMENT — Number of Pupils and Teachers — ORGANIZATION — Revision of the Educational System — Study of Technical Staff Requirements — CURRICULA, SYLLABUSES AND METHODS — New Curriculum — Textbooks — TEACHING STAFF — Shortage

### ADMINISTRATION

#### Finance

The following table shows the main expenditure of the Ministry of Education for 1960 in comparison with that for 1959 (expressed in kronur).

	1959	1960
Primary schools . . . . .	68,539,164	78,692,865
Lower secondary schools . . . . .	36,836,678	45,309,371
Grammar schools . . . . .	6,574,064	7,289,082
Teachers' training college . . . . .	1,731,312	1,956,594
Commercial schools . . . . .	925,000	925,000
Domestic science schools . . . . .	4,797,589	5,547,617
Nursing and midwifery schools . . . . .	1,378,960	1,718,118
Technical schools . . . . .	2,524,638	3,267,377
Agricultural schools . . . . .	2,391,495	2,564,864
Nautical schools . . . . .	2,550,482	2,753,077
Art schools . . . . .	440,244	388,300
Music schools . . . . .	270,000	230,000
University of Iceland . . . . .	6,577,924	7,062,642
University research departments . . . . .	6,023,567	6,818,877
School for the deaf and dumb . . . . .	734,903	685,380
Physical training . . . . .	2,427,373	3,033,791
Scholarships and loans to Icelandic students at home and abroad . . . . .	3,000,000	6,595,000
Scholarships and loans to foreign students at the University of Iceland . . . . .	150,000	300,000
State educational publishing department	875,000	1,350,000
Administration, inspection, etc. . . . .	2,467,575	2,677,075
Total . . . . .	151,215,968	179,165,030

The difference between the total expenditure for 1959 and the total given in the previous Yearbook is due to the fact that the items research departments, physical training, art schools, music schools, and administration and inspection, which account for a total of 11,627,000 kronur, were not given in last year's table.

The above statistics show an increase of 27,949,062 kronur (+18.4%).

<sup>1</sup> From the report sent by the Ministry of Education of Iceland.



The total State budget for 1959 was 1,033,060,000 kronur, and for 1960, 1,501,803,000 kronur.

### School Building

The total outlay for the building of schools in 1959 was 20,459,115 kronur, and in 1960, 29,187,703 kronur, an increase of 8,728,588 kronur or 42.5%. Five new primary school buildings with a total of 16 classrooms and one lower secondary school with 5 classrooms were put into use in 1959.

## QUANTITATIVE DEVELOPMENT

### Number of Pupils and Teachers

The following table shows the number of pupils and teachers in 1958-1959 and 1959-1960. The figure given in parentheses refers to the number of schools in 1959-1960.

	Teachers			Pupils		
	1958-59	1959-60	Difference	1958-59	1959-60	Difference
Primary schools . . . . .	937	app. 950	+ 1.4%	21,982	app. 23,500	+ 6.9%
Lower secondary schools (71) . . . . .	646	617	— 4.5%	7,436	7,922	+ 6.5%
Grammar schools (3) . . . . .	78	88	+12.8%	973	1,030	+ 5.8%
University . . . . .	80	84	+ 5 %	789	763	— 3.3%
Teachers' training college . . . . .	25	30	+20 %	122	135	+10.6%
Technical schools (19) . . . . .	137	130	— 5.1%	1,463	1,436	— 1.8%
Commercial schools (2) . . . . .	31	32	+ 3.2%	414	413	— 0.2%
Domestic science schools (12) . . . . .	71	77	+ 8.4%	362	380	+ 4.9%
Agricultural schools (3) . . . . .	18	21	+16.7%	105	108	+ 2.8%
Nautical schools (4) . . . . .	45	45	—	330	324	— 1.8%
Art schools (3) . . . . .	23	22	— 4.3%	470	436	— 7.2%
Music schools (10) . . . . .	48	65	+45.4%	832	861	+ 3.5%
Theatrical schools (2) . . . . .	10	10	—	270	270	—
Physical training schools (3) . . . . .	11	11	—	295	297	+ 0.7%
Nursing and midwifery schools (3) . . . . .	27	37	+36.9%	148	170	+14.8%
Evening schools (7) . . . . .	65	72	+10.9%	2,311	2,910	+25.8%
Total	2,252	2,291	+ 1.7%	38,302	40,955	+ 6.9%

## ORGANIZATION

### Revision of the Educational System

The committee appointed in 1958 to revise the educational system has recently concluded its work and submitted a report on its findings to the Ministry of Education.

### Study of Technical Staff Requirements

In April, 1959, the Minister of Education appointed a committee to study the needs of the various branches of industry for specially trained personnel.



## CURRICULA, SYLLABUSES AND METHODS

**New Curriculum**

A new curriculum for the compulsory schooling period (pupils of 7 to 15 years, in primary and lower secondary schools) has been adopted and will come into force at the beginning of 1960-1961. There has been an increase in the time given to the teaching of science, i.e. physics, chemistry and the natural sciences. Sociology will become a compulsory subject and a vocational information service for schools will be established. The teaching of Icelandic will be somewhat changed, less stress being laid on grammar and more on literature and self expression, both orally and in writing.

**Textbooks**

The State educational publishing department has published new reading and writing books in Icelandic for primary schools.

## TEACHING STAFF

**Shortage**

The Ministry of Education has appointed a committee to investigate the problem of the shortage of teachers and to seek remedies to this situation.



# INDIA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — Finance — Administrative Staff — QUANTITATIVE DEVELOPMENT — Number of Pupils and Teachers — ORGANIZATION — Compulsory Education — New Education System — Secondary Education — Higher Rural Education — Technical Education — Education for Girls — Social Education — CURRICULA, SYLLABUSES AND METHODS — Primary Education — Secondary Education — Higher Education — TEACHING STAFF — Training — In-Service Training — Status — AUXILIARY SERVICES — Handicapped Children — Physical Education — Development of Hindi — Publications

### ADMINISTRATION

#### Finance

The Union government's educational budget for 1959-1960 amounted to 485 million rupees as against 371 million for 1958-1959. This was an increase of 114 million rupees (+30.7%). The total states' budget for education during 1959-1960 amounted to 1,910 million rupees as against 1,806 million during 1958-1959. The increase was, therefore, 104 million (+5.8%).

#### Administrative Staff

As stated in the report for 1958-1959, India has decided upon the introduction of universal free compulsory education for all children of 6-11 years by 1965-1966, i.e., the end of the third five-year plan. The Ministers of Education of the various states of India have recommended that the finances needed for the staff and administrative machinery should be made available during the second plan period.

The Union Ministry has recommended that there should be in each state department of education a deputy director or joint director of women's education. In the Union Ministry itself a special unit has been set up to deal with the issues arising out of the programme of women's education.

### QUANTITATIVE DEVELOPMENT

#### Number of Pupils and Teachers

The following statistics show the number of pupils and teachers at the various levels of education in 1956-1957 and 1957-1958. The figures for 1957-1958 are provisional.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. N. S. JUNANKAR, Delegate of the Government of India.



	Pupils			Teachers		
	1956-1957	1957-1958	Difference	1956-1957	1957-1958	Difference
Pre-primary schools . .	54,017	62,428	+15.5%	2,081	2,452	+17.8%
Primary schools . . . .	23,922,567	24,779,195	+ 3.5%	710,139	726,081	+ 2.2%
Secondary schools. . . .	9,579,164	10,599,083	+10.6%	372,180	407,674	+ 9.5%
Technical and vocational schools. . . . .	271,644	288,256	+ 6.1%	17,497	19,146	+ 9.4%
Specialized schools . . .	1,428,389	1,441,237	+ 0.9%	25,632	19,741	-22.9%
Teacher training schools.	83,218	77,040	- 7.4%	6,721	6,476	- 3.6%
Teacher training colleges	13,979	18,681	+33.6%	—	—	—
Professional colleges. . .	107,172	122,908	+14.6%	9,675	11,011	+13.8%
Specialized colleges . . .	15,289	17,556	+14.8%	1,630	1,872	+14.8%
Arts and science colleges	572,917	646,921	+12.9%	27,044	28,087	+ 3.8%
Universities . . . . .	54,817	57,171	+ 4.3%	3,786	4,212	+11.2%

It is estimated that by the end of the second five-year plan, i.e. 1960-1961, 33 million children of 6-11 years old will be enrolled in primary education. By the end of the third five-year plan, there should be educational provision for a total of 53.2 million children of this age group. During the third five-year plan, therefore, provision will have to be made for an additional enrolment of 20.2 million children. Preliminary steps towards the launching of this gigantic programme have been initiated. From the estimates received from the various state governments, it has been calculated that about 3,000 million rupees would be required. The total teacher requirement would be 410,000.

## ORGANIZATION

**Compulsory Education** The Union government has prepared model legislation for compulsory education, which the state governments may use for guidance. The achievement of the ultimate objective, that of bringing all children up to the age of 14 under the scheme, will take 15 to 20 years at the most.

**New Education System** The reorganized pattern of education, following the national effort to introduce compulsory primary education, consists of 8 years of elementary (basic) education covering the ages 6-14, the last year devoted mainly to finding out the special aptitudes and interests of the pupils; 3 years of secondary education with a marked diversification of courses, for the ages 14-17; and 3 years of university education after the higher secondary stage, leading to the first degree.

**Secondary Education** A three-year secondary course after the elementary stage means its extension by one year in states where the total schooling was 10 years only. The additional year is to be taken from the two years of the intermediate stage, the latter half of which is attached to the university stage, making a three-year course for the first degree. With the object of making secondary education a preparation both for life and for higher studies, the eleven-year programme has been redesigned to offer an enriched and diversified curriculum. The main features of the programme for the reorganization of secondary education are the provision of more schools for the age-group 14-17, the upgrading of high schools



into upper secondary schools, the conversion of high schools into multi-purpose schools with diversified courses, the provision of adequately trained teachers, in-service programmes of teacher training, etc.

During the year under report, the Union government's financial assistance to the state governments for the reorganization of secondary education amounted to 35 million rupees. The second five-year plan aims at providing 10,620 new high schools, 1,227 upper secondary schools and 1,063 multipurpose schools. The actual figures are 10,703, 1,484 and 1,329 respectively. By 1960-1961 these figures are estimated to rise to 10,826, 1,500 and 1,550.

**Higher Rural Education** One new rural institute of higher education was started during 1959-1960, in addition to the ten existing ones. The enrolment in these institutes has been rising steadily. From 532 in 1957, the figure rose to 1,015 in 1959. An one-year sanitary inspectors' course is to be started in two rural institutes from July, 1960. It is further proposed to add more optional groups in the rural services course. Examinations for a three-year diploma in rural services, a three-year diploma in civil and rural engineering and a two-year certificate in agricultural science have been introduced from May, 1959. While the diploma in rural services has been recognized by the government of India and six state governments, the diploma in civil and rural engineering has been recognized by the All-India Council for Technical Education.

**Technical Education** In the field of technical education, schemes for the establishment of 40 polytechnics and 9 engineering colleges were drawn up. The total capacity of technical institutions in the country increased to 11,160 places for degree courses and 20,670 for diploma courses. The Indian Institute of Technology in Madras, the third in the chain of four higher technological institutes, started functioning in July, 1959.

**Education for Girls** In India, for every 100 boys at school there are only 36 girls. If the present pace is maintained, it may take almost a century and a half to bring the education of girls up to that of boys. The national committee on women's education appointed by the Union government in 1958 made various recommendations on the basis of which comprehensive programmes have been drawn up, including (i) introduction of universal education for girls aged 6-11, as for boys; (ii) increase in the enrolment of girls aged 11-14 to at least half that of the boys; (iii) increased enrolment at secondary and collegiate levels as much as possible; (iv) an increased number of women teachers; and (v) the provision of special facilities for girls (scholarships, exemption from tuition fees, provision of hostels, etc.). Central assistance to the state governments in respect of (iv) and (v) during the current plan amounts to 75%. There is no compulsion, however, that the state governments should share the expenditure. During the period under report, the Union government's total provision for this scheme amounted to 7.05 million rupees.

**Social Education** Up to March, 1959, 2.7 million adults had been admitted to literacy classes. The number of district, state central, and other libraries was brought up to 47,139.



The national fundamental education centre at Delhi continued its activities during the period under review; 17 district social education organizers were given training at the centre during 1959.

The institute for training district and central state librarians, set up recently, has completed its first three-month refresher course and begun its one-year diploma course.

To meet the social education needs of urban and industrial regions, arrangements have been made to set up a pilot evening institute for workers' education.

### CURRICULA, SYLLABUSES AND METHODS

#### Primary Education

Although expansion has been the keynote at the primary level, many schemes have been under operation for quantitative improvement as well. Schemes like orienting primary schools towards the basic pattern, production of literature and other material for basic education (guide books for teachers, monographs on basic education, supplementary reading material for children in basic schools, source books for teachers, etc.) were continued during the period. The national institute of basic education in Delhi provided various training programmes, including symposiums, refresher courses, conferences, etc., and carried on research projects. A pilot project to improve science teaching at the elementary stage by the appointment of science consultants in each state was initiated during the second plan. The state governments were requested to implement the scheme from October, 1959, in not more than one area comprising 100 elementary schools.

#### Secondary Education

Heads of multipurpose schools met at five regional conferences to discuss problems relating to the implementation of this type of education.

To strengthen science teaching at this stage, 313 school science clubs have been set up. Three conferences held during the period gave guidance to over 100 science teachers in organizing and running such clubs. In addition, 40 science teachers were sent abroad to study science teaching. In the field of examination reform in secondary schools, over 100 study meetings were held to introduce the new concept of evaluation to about 2,000 teachers.

#### Higher Education

The University Grants Commission appointed committees to examine the syllabuses prescribed by the universities in various areas with a view to unifying courses. The Commission also framed regulations to define the qualifications that should ordinarily be required of persons to be appointed to the teaching staff of various faculties and departments of the universities.

### TEACHING STAFF

#### Training

To produce an adequate number of trained teachers, the intake capacity of the existing training institutions has been increased and new institutions are being opened. The Union government has been providing 100% financial assistance to the various state governments for this purpose.



In the field of technical education, a programme for the training of teachers for technical institutions was started in August, 1959. Under this programme 146 teacher trainees received training in five engineering institutions of national importance. An expert committee was appointed to evaluate the progress of post-graduate studies and research in engineering at various centres and to suggest measures for further development in this field.

**In-Service Training** The 54 extension services departments in teachers' training colleges in different parts of the country offered programmes of in-service training through courses, seminars, library facilities, etc.

**Status** The Union government has been concerned with the pressing problem of improving the status and economic conditions of teachers. A national minimum salary has been adopted during the second plan period. The Union government gives 50% assistance to the state governments towards improving the salary scales of primary teachers so that they may conform to the national minimum. During the third plan, it is proposed to introduce fresh measures to improve the position of teachers, such as the creation of selection grade posts, opportunities for publishing original work, provision of scholarships, etc. A scheme of national awards for teachers was started in 1958-1959. These awards are at present given to practising teachers in primary and secondary schools. The number of awards this year was raised to 71 (38 for primary and 33 for secondary school teachers).

#### AUXILIARY SERVICES

**Handicapped Children** Scholarships for the blind, the deaf and the physically handicapped have been given and a scheme of scholarships for mentally retarded children is expected to be initiated next year. The model school for blind children and the training centre for the adult blind and its women's section functioned satisfactorily. The model school for blind children, which at present has kindergarten and primary sections, is expected to be expanded during the next year with an increase in the intake and with the opening of classes up to the 8th year. A scheme to establish a network of special employment offices for the physically handicapped was instituted in 1959 as part of the national employment service. The first such office was established in Bombay.

**Physical Education** The most notable event of the year was the launching of a national physical efficiency drive. A brochure giving illustrations of the graded tests and explaining the drive has been published. Grants were given to universities, schools and colleges to set up gymnasiums, stadiums, etc. In these projects, students and teachers render skilled and unskilled labour voluntarily. About 507 projects have been sanctioned so far during the second plan and 9.12 million rupees have been paid by the government of India towards these projects.

A national discipline scheme has been introduced in schools to make the youths of the country healthy in body and mind. Importance is given under this scheme to physical and mental training. During 1959-1960 the scheme was in operation in 554 schools, covering 275,361 children.



## ORGANIZATION AND CURRICULA

**Elementary Education**

A project concerning the revision of curricula and new regulations for elementary education has been prepared and is now being considered for approval by the higher council of education.

As a result of the new administrative organization in elementary schools, a number of the administrative staff of the Ministry have been transferred to elementary schools to teach.

**Secondary Education**

The national education convention was held in Tehran in August, 1959, for 12 days. Representative secondary school teachers participated and the curricula of the lower secondary school were studied very carefully. These curricula were then studied by special committees of experts and the final draft of the project is now ready for the approval of the higher council of education.

The summary of the 1959 convention's resolutions is as follows: the curriculum for lower secondary schools will be general, and includes activities which will help the pupils to manifest their potentialities and the teacher to discover the pupils' abilities; this information will be used for vocational and educational guidance. In the upper stage the course tends towards specialization and is divided into arts, mathematics, natural science and home economics divisions. At this level the students will be prepared for the university and are given an introduction to various professions.

In the new secondary school regulations, considerable changes have been made as regards administration, discipline problems, guidance, examinations, parent-teacher associations and school councils. Guidance, both educational and vocational, has been given great attention.

In order to maintain the link between various subjects and not to treat them in isolation, groups of related subjects have been considered as one unit. Thus the mathematics unit consists of arithmetic, algebra, geometry and geometrical drawing.

Five different councils have been created to facilitate the exchange of ideas and opinions among the teachers. These are: the general secondary school council, the special class council, the special subject matter council, the regional council of school principals, and the home and school council.

The following publications have been put out by the guidance department: (a) The Psychology of Growth, (b) Educational Guidance, (c) Vocational Guidance, (d) Interviews, (e) four reading and mathematics standardized tests, (f) leaflets devoted to different occupations, (g) educational questionnaires and cumulative records.

A home economics section was added to the 3 branches already existing in upper secondary schools for girls. This section is under the supervision of the home economics department.

During the past year the home economics department has achieved the following goals: (a) setting up home economics workshops in some Shahrestans, (b) publishing the Home Economics Journal, (c) collecting books and periodicals in the field of home economics, and (d) co-teachers.



**Vocational Education**

Achievements of the technical and vocational education department during the school year 1959-1960 include the establishment of 8 trade schools, 7 arts and crafts schools, 3 agricultural education centres and 4 technological institutions. A project concerning the course in secondary schools and institutions of applied agriculture has also been prepared and presented to the higher council of education for approval.

**Fundamental Education**

During the past academic year 607 new fundamental education centres were set up, bringing the total to 722 main centres and 519 subsidiary ones. Training courses have been established in Tehran and other centres in order to provide new teachers. In March, 1959, a ten-day conference was held in Shiraz on the improvement of fundamental education. Participants were the supervisors of fundamental education in Ostans and representatives from the development, agricultural extension and public health offices.

**Adult Education**

In 1959-1960, 442,194 men and women attended literacy classes. This is an increase of 22,648 or 20%. Further, 200,000 copies of the first reader and 150,000 copies of the second reader were published and made available to adults at a reasonable price. In addition to this, pamphlets were put out dealing with social, religious and health topics. The department has invited a number of writers and translators to prepare simple educational articles for the Ministry.

**Tribal Education**

The number of pupils completing the course in tribal teacher training schools reached 208 during the past year. Itinerant and sedentary tribal schools were also set up in 208 different areas.

### TEACHING STAFF

**Training**

Five training schools were established during the past year. The number of pupils was increased by 900.

The main step taken in relation to teacher training was the introduction of one-year courses for graduates of secondary schools. These students will later be employed as teachers in elementary schools. Necessary measures are being taken by the Ministry of Education to set up other such classes.

Steps were taken to see that elementary school teachers employed by the Ministry have received the necessary training in teacher training institutions.

A considerable number of women attended the one-year teacher-training classes. It is the intention of the Ministry of Education to make arrangements so that gradually a larger number of women will take over teaching in elementary schools. It is expected that shortly women teachers in elementary schools will outnumber the men.

In order to train kindergarten teachers, the Ministry of Education set up training classes in different parts of the country (Azarbaijan, Kordestan and Tehran) during 1959-1960, and 4,000 volumes of the "Guide to Child Education" were published and distributed.

In-service training courses were attended by 4,062 teachers during the year.



In order to overcome teacher shortage the Ministry of Education is compelled to use the services of a number of the top qualified secondary school graduates. In order to acquaint such teachers with the principles of pedagogy and teaching methods, the national teachers' college established training classes for 264 secondary school graduates from natural science and mathematics divisions during the summer of 1959.

The national teachers' college has increased its admission figure so that a yearly increase of 30% in the number of secondary school teachers is expected.

**Status**

As from March, 1960, the Ministry of Education took steps to increase the salaries of qualified elementary and secondary school teachers. The minimum monthly salary for elementary teachers was raised from 3,000 to 4,000 rials and graduate secondary school teachers received a monthly increase of between 1,000 and 2,000 rials.

**AUXILIARY SERVICES****Educational Guidance**

An educational guidance project was carried out on an experimental basis in the first classes of lower secondary schools. Steps have been taken to select and train teachers for this work.

**School Meals**

During 1959-1960 warm meals were served in 3 Ostans (Kordestan, Balouchestan and Kerman) where altogether 15,336 elementary school pupils were fed daily.

With the cooperation of the Child Protection Society, pupils in the elementary schools of Tehran and other towns received 40 grammes of warm powdered milk daily. More than 1,000 tons of powdered milk were distributed to 250,000 pupils.

**Holiday Camps**

The following camps were held in the past year: secondary school camps for 2,101 boys; 416 work camps attended by 119 graduates of teacher training schools; and boys' elementary school camps with the participation of 150 pupils.



# IRAQ

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Budget* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Pupils and Teachers* — CURRICULA, SYLLABUSES AND METHODS — *Curriculum Revision* — *Textbooks* — *Audio-Visual Aids* — TEACHING STAFF — *Training* — AUXILIARY SERVICES — *Pupils' Health* — *Youth Movements*

### ADMINISTRATION

#### Budget

The following table shows expenditure on education (expressed in Iraqi dinars) for the years 1957-1958, 1958-1959 and 1959-1960 (1 dinar = 2.80 U.S. dollars).

	1957-1958	1958-1959	1959-1960
Ministry of Education. . .	6,411,490	16,811,250	19,000,000
Local authorities . . . .	8,040,864	2,310,500	2,750,000
Baghdad University . .	—	2,067,383	2,500,000
Government grant to university buildings . . .	—	5,000,000	5,000,000
Total . . .	14,452,354	26,189,133	29,250,000

The increase of the 1959-1960 budget over the 1958-1959 budget is 11.6%. The education budget for 1959-1960 is 25% of the total government budget.

#### School Building

School construction is not keeping pace with the expansion of education, but 202 school buildings are expected to be ready by September, 1960, to relieve some of the double session schools and overcrowded classes.

Plans are under way for building 1,086 schools at all levels in the next five years.

### QUANTITATIVE DEVELOPMENT

#### Number of Pupils and Teachers

The Ministry of Education has made vigorous efforts to open new schools and to expand existing schools by opening new classes. The open door policy has been followed, boarding accommodation has been increased and financial aid has been given to poor students.

The Ministry of Education has established many commercial, technical and trade schools. It has increased the number of students who study

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. Taha H. ELIAS, Delegate of the Government of Iraq.



abroad, and cultural agreements have been signed with many countries in order to benefit from their experience in the field of education.

The following table shows the number of teachers and pupils for the years 1958-1959 and 1959-1960, and the percentage increase between these two years.

	Teachers			Pupils		
	1958-59	1959-60	Difference	1958-59	1959-60	Difference
Pre-primary education						
public . . . . .	127	231		4,855	5,734	
private . . . . .	6	3		3,625	3,860	
total . . . . .	133	234	+ 76%	8,480	9,594	+ 13%
Primary education						
public . . . . .	15,420	19,419		500,506	623,820	
private . . . . .	586	549		15,344	16,838	
foreign . . . . .	—	—		2,171	2,007	
total . . . . .	16,069	20,040	+ 25%	518,021	642,665	+ 24%
Secondary education						
public . . . . .	2,966	3,090		73,887	94,448	
private . . . . .	37	34		23,507	24,561	
foreign . . . . .	81	62		1,165	1,146	
total . . . . .	3,084	3,186	+ 3%	98,559	120,155	+ 22%
Vocational education						
under the Ministry of						
Education . . . . .	416	505		6,657	7,382	
not under the Ministry						
of Education . . . . .	80	135		1,786	2,276	
total . . . . .	496	640	+ 29%	8,443	9,658	+ 14%
Higher Education . . . .	681	665	— 2%	8,832	12,115	+ 37%

It is worth noting that the number of pre-primary, primary and secondary pupils increased during the last two years by 265,817, while the increase between 1950-1951 and 1957-1958 was only 262,422.

Most of the private kindergartens are sections of regular primary schools and their teachers are included in the total number of primary school teachers, whereas most public kindergartens are separate schools with their own teachers.

In the 1958 Yearbook the figures given for private secondary school teachers included full- and part-time teachers. In the present report only full-time teachers are given.

The percentage increase in the number of teachers is 3%. This does not represent the true picture, for about 400 Egyptian teachers were withdrawn towards the end of the academic year.

In the 1958 Yearbook, 14 vocational and technical schools run by the local administrations were not included.

Since the revolution, there has been a large increase in the number of vocational and technical schools, teachers and pupils. In 1957-1958 the enrolment in these schools was 5,262 pupils, and it has almost doubled in the last two years.

The decrease in the number of teachers in higher education is due to the withdrawal of Egyptian teachers from the University of Baghdad. The shortage was filled this year by part-time lecturers and by overloading the permanent staff.



## ORGANIZATION

**Compulsory Schooling** Although the compulsory education law was passed in 1940, it was not fully implemented because of the shortage of teachers, buildings and teaching materials. The present government is taking serious steps to overcome these difficulties and to introduce compulsory education throughout the country. If compulsory education were started in the coming year, there would be a shortage of about 1,000 staff which could be overcome by part-time teachers. The most difficult problem is that of school buildings and supplies.

## CURRICULA, SYLLABUSES AND METHODS

**Curriculum Revision** Curricula have been revised so that they may provide pupils with an education which will be of use in practical life and which takes prevailing circumstances into consideration.

In addition to the subjects in the curriculum, extra-curricular activities were carried out to a large extent in the last two years. These activities include athletics, games, art and handicrafts exhibitions, school bulletins, excursions to various parts of the country, etc.

**Textbooks** Textbooks have been revised so that they may provide scientific and objective knowledge for pupils of different ages and interests. The presentation of knowledge in these textbooks endeavours to bring the subject matter closer to practical life and to meet the needs of the different localities.

Social science, natural science and language textbooks, for all levels, have been revised by Iraqi specialists.

The new textbooks for elementary schools have utilized larger letters and contain coloured pictures.

**Audio-Visual Aids** The utilization of audio-visual education equipment in the schools has been expanded noticeably. Films, filmstrips and slides are provided to almost all schools in Baghdad.

## TEACHING STAFF

**Training** There are three kinds of training school preparing teachers for primary and secondary levels. The college of education with the Tahreer college for women, at the University of Baghdad, are the main training centres for secondary school teachers.

Although these two colleges are turning out 350 teachers a year, this number is inadequate. The Ministry of Education has therefore to recruit secondary school teachers from other colleges, such as the college of arts, the college of science, the college of theology, the college of agriculture and the physical education institute. The first four colleges offer four-year courses leading to a bachelor's degree, but without professional training. To face the expansion of secondary education since the revolution, the number of students admitted to the above-mentioned colleges has increased noticeably, as shown by the following figures:



	No. of Students Entering the First Year		Increase
	1957-1958	1959-1960	
College of education . . . . .	305	464	52 %
Tahreer college . . . . .	121	147	21.4 %
College of arts . . . . .	152	403	165 %
College of science . . . . .	118	130	17 %
Physical education institute . . .	27	35	22.8 %

Elementary school teachers are provided from two main sources :  
(a) primary teacher training schools ; this kind of school gives a three-year course after the intermediate high school. The enrolment at these centres has risen from 5,425 students in 1957-1958 to 8,173 students in 1959-1960, an increase of 50%. The curricula of these schools and the number of hours per week given to each subject have been studied by special committees, and certain changes have been recommended. The new programmes provide the students with practical knowledge which is of value for their professional work and their everyday contact with the community.

(b) emergency training centres ; since the number of students leaving the primary teacher training schools was inadequate to meet the need, the Ministry of Education introduced an emergency course of one-year, open to secondary school leavers. The enrolment in these centres is 1,516 students, an increase of 21% over the 1957-1958 figures.

The course in these centres has also undergone study by specialists and considerable changes have been made in content and in the number of hours per week for the various subjects.

The Ministry of Education feels that the one-year course is unsatisfactory and is not capable of providing adequately qualified teachers. These centres will be eliminated as soon as possible when more training schools of the first type have been established.

### AUXILIARY SERVICES

#### Pupils' Health

The Ministry of Education and the Ministry of Health are increasing their efforts on behalf of the health of a greater number of pupils. Free meals have been offered to a larger number of primary school pupils, and more pupils have been admitted to government hostels.

The number of pupils in hostels in 1959-1960 was 14,005 (+26.2%) ; this does not include those living in university student hostels. This year, 397,000 free meals have been served in primary schools (+23.7%).

#### Youth Movements

After the revolution, the government allowed college and secondary school students to organize themselves in students' unions ; these organizations were forbidden previously.



# IRELAND

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Inspection* — *Finance* — *School Building* —  
QUANTITATIVE DEVELOPMENT — *Number of Pupils and Teachers* —  
ORGANIZATION — *Teacher-Pupil Ratio* — TEACHING STAFF — *Training* —  
*Salaries*

### ADMINISTRATION

#### **Inspection**

The inspection system in national (primary) schools has been revised to give more time to incidental inspection and thus to provide added opportunity to inspectors for collaborating in the work of the teachers and particularly for helping young teachers and others who are most in need of assistance and advice.

The form of general reports on teachers has been altered. Where formerly in the assessment of a teacher's work a merit mark was assigned to each subject taught, in future general reports will give an assessment of the teacher's quality and work as a whole.

#### **Finance**

The public education budget for 1960-1961 is £17,406,421 as compared with £16,440,836 for 1959-1960, i.e. an increase of £965,585. In addition expenditure by vocational education committees on vocational education from local rates is estimated at £766,710 for the year 1960-1961 as compared with £706,409 for the year 1959-1960.

These figures do not include the provision made for universities and university colleges, for which the relevant figures are £1,050,304 for 1959-1960 and £1,117,914 for 1960-1961, i.e. an increase of £67,610.

#### **School Building**

Primary schools are under the management of the appropriate local denominational authorities, but the State provides at least two thirds of the cost of building each school and pays the entire salaries of the teachers.

During the financial year ended 31st March, 1960, State grants amounting of £1,540,000 were expended on meeting the need for increased and improved primary school accommodation. Eighty-five new schools were built and major schemes of reconstruction or enlargement were carried out at 50 existing schools.

During the financial year the building of 5 new vocational schools was completed. The capital cost of these and of 12 extensions and improvements to other vocational schools amounted to £265,230.

<sup>1</sup> From the reply submitted to the XXIIIrd International Conference on Public Education by Mr. P. MAG EOIN, Delegate of the Government of Ireland.



## QUANTITATIVE DEVELOPMENT

## Number of Pupils and Teachers

The following statistics show the number of pupils and teachers compared with the previous year.

	Pupils	Increase	Increase %	Teachers	Increase	Increase %
Primary education (1958-1959)	505,363	+ 962	+0.19	13,753	+199	+1.45
Secondary education <sup>1</sup> (1959-1960)	73,442	+3,874	+5.6	5,178	+146	+2.9
Vocational education (1958-1959)				2,802	+144	+5.4
Whole-time post-primary . . . .	23,675	+714	+3.1			
Whole-time technical . . . . .	929	+ 74	+8.7			
Day-release apprentices . . . .	2,761	+223	+8.8			
Others, part-time day . . . . .	5,961	+945	+19			
Evening apprentices and others	55,333	+959	+1.8			
Teacher training . . . . .	170	+ 16	+10			

<sup>1</sup> In the school year 1959-1960 there were 512 recognized secondary schools as compared with 494 in 1958-1959.

## ORGANIZATION

## Teacher-Pupil Ratio

It is now proposed that the improvement made last year in reducing to 90 the enrolment figure for the appointment of a third teacher be extended by corresponding reductions to 150, 210, 265 and 320 in the enrolment figures for the appointment of fourth, fifth, sixth and seventh teachers respectively.

## TEACHING STAFF

## Training

Arrangements are in train for the early expansion and improvement of training facilities for lay men.

## Salaries

During the year, the salaries of the teachers were increased in accordance with the increased cost of living.



# ISRAEL

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Standing Education Committees* — *Transfer* — *Inspection* — *Budget* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Pupils* — ORGANIZATION — *School Fees* — *Two-Year Secondary Schools* — *Secondary Education in Yeshivot* — *Structural Changes* — *Special Subjects* — CURRICULA, SYLLABUSES AND METHODS — *Curriculum Changes* — *Syllabuses Changes* — *Teaching of Reading* — *Audio-Visual Aids* — *Class Promotion* — *Studies and Research* — *Physical Education* — *Courses for Parents* — *Textbooks* — TEACHING STAFF — *Training* — *Further Training* — *Status and Conditions of Service* — AUXILIARY SERVICES — *Health Services* — *Youth Movements* — *Publications* — *Exhibitions* — *Exchange of Correspondence*

### ADMINISTRATION

#### **Standing Education Committees**

The former pedagogical secretariat has been replaced by two bodies, the primary education and teacher training committee and the post-primary education standing committee.

The new arrangement works better, as under the old system problems of post-primary education were usually crowded out.

#### **Transfer**

The government decided to transfer the administration and supervision of agricultural and vocational schools from the Ministries of Agriculture and of Labour respectively to the Ministry of Education and Culture.

This transfer will take effect on 1st September, 1960, but the preliminaries have been in progress for some time.

#### **Inspection**

It was decided that inspectors should devote between 100 and 120 days a year to visiting schools.

#### **Budget**

The following is a comparative table of the budget of the Ministry of Education and Culture for the financial year 1959-1960, expressed in Israeli pounds, and the difference from the previous year.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. J. L. BENOR, Delegate of the Government of Israel.



	1959-1960	Difference	Difference %
Pre-primary education . . . . .	4,961,900	+ 299,100	+ 6.4%
Primary education . . . . .	51,038,200	+ 7,640,500	+ 17.6%
Secondary education . . . . .	3,035,700	+ 170,400	+ 5.9%
Adult education . . . . .	1,233,200	— 519,500	— 29.6%
Nutrition in schools . . . . .	4,257,300	+ 544,800	+ 14.7%
Teacher training . . . . .	3,037,300	+ 610,400	+ 25.1%
Higher and university education . . . . .	12,728,100	+ 4,533,100	+ 55.3%
Physical education . . . . .	218,300	+ 10,000	+ 4.8%
Extra-curricular activities . . . . .	1,217,500	+ 957,800	+ 368.8%
Science, culture and art . . . . .	920,900	+ 290,700	+ 46.1%
Antiquities . . . . .	370,000	+ 27,000	+ 7.9%
General administration . . . . .	3,350,400	+ 827,500	+ 32.8%
Reserve . . . . .	6,600,000	+ 4,400,000	+ 200 %
Total . . . . .	92,968,800	+ 19,791,800	+ 27 %

### School Building

The sums allocated for school buildings during the last three years were: for 1957-1958, 15,000,000, for 1958-1959, 8,427,000, and for 1959-1960, 13,504,000 Israeli pounds. The breakdown of the total expenditure on school buildings in 1959-1960 was as follows: 11,442,000 pounds for primary schools, 1,812,000 for secondary schools, and 250,000 for teachers' training colleges.

A total of 904 classrooms have been built for primary education, 132 for secondary education and 12 for teachers' training colleges.

The allocations came from the following sources: from the Ministry of Education and Culture 4,859,000 Israeli pounds, from the Ministry of Labour 3,748,000 pounds, from State lottery loans to local authorities 3,280,000 pounds, and from the local authorities 1,617,000 pounds.

### QUANTITATIVE DEVELOPMENT

#### Number of Pupils

The following figures are estimates of the number of pupils in 1959-1960 and the difference from 1958-1959. The figures are approximate and include both Jewish and Arab schools.

	1959-1960	Difference	
Kindergartens . . . . .	80,650	+ 2,150	+ 2.7%
Primary schools . . . . .	385,000	+ 17,050	+ 4.6%
Special classes . . . . .	10,650	+ 1,850	+ 21 %
Schools for working youth . . . . .	10,300	— 850	— 7.6%
Secondary schools . . . . .	25,500	+ 4,250	+ 20 %
Evening secondary schools . . . . .	3,800	+ 550	+ 16.9%
Secondary continuation classes in Kibbutzim, etc. . . . .	7,100	+ 800	+ 12.7%
Vocational schools . . . . .	10,000	+ 1,300	+ 14.8%
Agricultural schools . . . . .	5,000	— 200	— 3.9%
Teacher training colleges . . . . .	6,250	+ 200	+ 3.3%
Academic education . . . . .	11,500	+ 200	+ 1.8%
Miscellaneous . . . . .	24,000	+ 1,000	+ 4.3%
Total . . . . .	580,070	+ 28,300	+ 5.1%



## ORGANIZATION

**School Fees**

The scheme whereby parents of secondary school pupils passing the qualifying examination at the end of the elementary school are graded according to their means for purposes of school fees was extended to cover all classes in secondary schools. A tenth category was added to the nine already existing, to cover parents whose means are so limited that they are called upon to pay only 10% of the school fees. The scheme is based on the assumption that on an average the parents pay 60% of the fees, the local authority 20% and the central government 20%.

**Two-Year Secondary Schools**

The experiment with the new two-year secondary schools, intended primarily for pupils who have finished pre-vocational or pre-agricultural sections in primary schools, was continued.

**Secondary Education in Yeshivot**

There is a tendency for some Yeshivot (Jewish theological seminaries of the orthodox type) to give their students the opportunity to complete a secondary school course in addition to their religious studies. For this purpose the Ministry has published a suggested time-table for 35-40 periods a week over four years, aiming at the final Bagrut (matriculation) examination.

**Structural Changes**

A plan is now under consideration to replace the present system, which is based on 8 primary and 4 secondary school years, by 6 years' primary, 4 years' general secondary and 2 years' special secondary education, the total of 12 years remaining the same.

**Special Subjects**

The problems presented by special teachers and inspectors for such subjects as handicrafts, art, music, physical culture, gardening, etc., were examined, and the general feeling was that these subjects should be taught, at least up to grade 6, by general teachers, and supervised by general inspectors. The matter is still under consideration.

## CURRICULA, SYLLABUSES AND METHODS

**Curriculum Changes**

One lesson a week in arithmetic was added in grades 7 and 8 at the expense of other subjects. At the request of headmasters, changes were introduced in the number of periods allotted to general subjects and to practical work in pre-vocational and pre-agricultural classes, on the whole reducing somewhat the hours of practical training.

Recommendations were issued on the advisability of teaching swimming in elementary and secondary schools. Given proper conditions, inspectors are empowered to make such instruction compulsory.

**Syllabuses Changes**

Further details of the Bible and history syllabuses for the matriculation examination have been published. Instructions have also appeared regarding the possibility of substituting an oral test for a written paper.



Changes in the syllabus of various subjects (Hebrew language and literature, general literature, physics, English, etc.) have been published.

The syllabuses for primary schools have been revised and published in separate pamphlets, one for each subject. Syllabuses were also published for schools for working youth, and for instruction in "Jewish consciousness". The syllabuses for teachers' training colleges were published and distributed. Syllabuses in various subjects were also published for kindergartens, and courses for teachers in junior classes.

#### **Teaching of Reading**

It was decided to work out standard achievement tests for the various elementary school grades. The studies and experiments on reading proficiency in the lower grades, particularly in grade one, were continued. Results should influence the composition of readers and primers for this grade.

The Hebrew script and numerals as taught in the lower classes of primary schools were examined with a view to overcoming certain difficulties; suitable recommendations have been made to schools.

#### **Audio-Visual Aids**

A list has been published of films and filmstrips on the teaching of natural science and music which may be obtained from the Ministry on loan, free of charge. The Ministry has started a project for the manufacture of filmstrips for use in schools. A number of filmstrips have already been issued, and others are in preparation.

#### **Class Promotion**

Detailed regulations were published for the promotion of pupils from class to class in secondary schools. Two sets of regulations were published and schools are allowed to choose either of these sets.

#### **Studies and Research**

Studies and research were conducted on special education, reading readiness, voluntary reading by retarded children, accelerated learning, and child development in kindergartens.

#### **Physical Education**

Arrangements were made with the police authorities for streets to be closed to traffic when in use for physical exercises, running, etc., by schools with no regular gymnasium.

A questionnaire was sent to schools with a view to making a survey of physical education. An American expert on physical education visited Israel over a number of months for the same purpose.

#### **Courses for Parents**

The attention of schools was drawn to the courses established by municipal or other public bodies in cooperation with the department for adult education. In these courses, in which schools have been asked to cooperate, parents follow a syllabus based on the school syllabus, and also listen to lectures in psychology, child study, etc.

#### **Textbooks**

A number of Arabic textbooks for State schools for Arab pupils have been edited. Preparations are in progress for printing and publishing them.



## TEACHING STAFF

**Training** Revised regulations and syllabuses of the examination for serving teachers who wish to become qualified have been published.

Students in teachers' colleges may now present a written essay or dissertation in one subject, and be exempted from examination in that subject if the examiners think fit.

Students in teachers' colleges may take special courses for the teaching of English in primary schools. These courses were introduced this year in a small number of colleges.

Special courses which have been opened in some teachers' colleges for the training of teachers for upper primary classes (7th and 8th) while in service were regularized by the Ministry.

**Further Training** Summer courses in several subjects were arranged in cooperation with the Hebrew University for general teachers in elementary and secondary schools, as well as for teachers of handicapped children, headmasters, teachers in vocational and agricultural schools, etc.

The first of a series of guides for teachers has been published.

**Status and Conditions of Service** The dispute between secondary school teachers and the Ministry continued throughout the year. This state of affairs was brought about by these teachers' demands and by their secession from the general teachers' union.

Regulations have been published concerning women teachers who resign after childbirth, and their right to a pension or gratuity.

Regulations were published on the conditions under which teachers may enjoy "rest vacation", i.e. full pay for board and lodging at a hotel or similar boarding institution for five days, provided the teacher spends no less than seven days there.

The absence of teachers from school on various grounds, especially medical, has proved to be a problem needing control, and steps have been taken for investigation with a view to laying down regulations.

Instructions were published for retirement on pension of teaching staff in official schools. Voluntary retirement may be applied for at the age of 60, while at 65 retirement is compulsory. As the government has agreed to include teachers in State schools in the regular civil service pension scheme, although teachers are not yet regarded as civil servants, the pension fund established some years ago by the teachers' organization has been dissolved. Regulations for the payment of pensions to teachers have been published.

Teachers and inspectors in all types of schools under the jurisdiction of the Ministry have been granted allowances, similar to those given to other professional staff, towards the cost of books bought by them. Receipts must be produced covering at least half the allowances, the rest being taken on trust.

There is a longstanding custom of exempting teachers' children from school fees, or considerably reducing them. New regulations grant teachers who are the main support of the family 50% reduction of fees for their children attending secondary schools. Other teachers will receive a 25% reduction.



## AUXILIARY SERVICES

### Health Services

A note on the distribution of health service duties between the medical and the school staffs was published in cooperation with the Ministry of Health. Schools were asked to invite the school doctor or nurse to all teachers' staff meetings so as to strengthen the ties between both staffs.

Thanks to the generosity of well-wishers, the Ministry now has nine telephones available for the use of bedridden pupils, who may thus follow and participate in the lessons given in the class to which they belong.

### Youth Movements

By government decision, the scout movement was reinstated as the only movement allowed in State schools.

### Publications

A teachers' guide for the presentation of school plays and exhibitions has been published by the Ministry.

The department of religious culture publishes various pamphlets which are used also in schools. These include the weekly commentary on the prescribed portion of the Torah (the Pentateuch), twelve pamphlets for the various religious holidays, weekly pamphlets for each Sabbath, a series of books and pamphlets on Jewish religious thought and practice, a series of artistic pamphlets (*Yi'at*) for each religious holiday, and collections of songs and music.

Arrangements were made with a publishing house for the publication of biographies of prominent Jews suitable for school pupils. Two such books have already been issued.

A beginning was made on the publication of the first annotated list of articles on educational subjects which have appeared in various publications, mostly educational, in Israel. These lists are intended to keep teachers informed on ideas and trends in their profession. The second list, of books on educational subjects published in foreign countries, was issued in cooperation with the school of education of the Hebrew University. This too is intended to keep teachers up to date with the more important publications throughout the world.

After a number of years' preparation, the first volume of the encyclopaedia of education in Hebrew was published. It will be followed by another four volumes, at present in preparation, on educational administration, etc.

### Exhibitions

Pupils' work was sent to a number of exhibitions abroad. An interesting exhibition was held of self-portraits painted by children from imagination or memory, not by looking into a mirror. These self-portraits were exhibited together with photographs of the children taken some time after the pictures were painted. The results showed a degree of resemblance which may be correlated to the child's nature.

### Exchange of Correspondence

The special service in the Ministry for the exchange of correspondence between Israeli children and those of other countries has been strengthened and widened.



# ITALY

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Inspection of Examinations* — Finance — *School Building* — QUANTITATIVE DEVELOPMENT — *Primary Education* — *Lower Secondary Education* — *Upper Secondary Education* — *Vocational Education* — *Adult Education* — *Fine Arts* — ORGANIZATION — *Ten-Year Plan* — *Primary Education* — *Secondary Education* — *Secondary Technical and Vocational Education* — *University Education* — CURRICULA, SYLLABUSES AND METHODS — *Technical Education* — TEACHING STAFF — *Appointments* — AUXILIARY SERVICES — *Social Assistance to Pupils and Students* — *Cultural Tours* — *Audio-Visual Aids* — *Public and School Libraries* — *Documentation and Comparative School Legislation* — *Didactic Centres*

### ADMINISTRATION

**Inspection of Examinations** Under the ordinance of 18th September, 1959, the inspectorate for State examinations was established.

The new service not only sets up the examining bodies for each session of all types of examination, but is also responsible for keeping a register of State examiners.

The inspectorate selects the examiners, studies and improves the system of choosing the tests taking into consideration the most recent educational developments, provides for the payment to provincial school offices of the yearly expenses for State examinations, draws up statistical surveys, publishes the annual results of examinations, suggests modifications to State examinations, etc.

The inspectorate has also formed a consultative commission composed of administrative officials together with principals, university professors and secondary school teachers. Through its members, who represent the different general departments, it carries out the necessary coordination with all the other offices of the Ministry of Public Instruction.

**Finance** The budget of the Ministry of Public Instruction for the fiscal year 1960-1961 is 487,131.5 million lire, i.e. an increase of 47,038.9 million compared with 1959-1960 (+10.68%).

The following table shows the estimates for 1960-1961 compared with those for last year, so indicating the increase in certain sectors of education. Amounts are expressed in millions of lire.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. G. CALÒ, Delegate of the Italian Government.



	1959-1960	% of Total	1960-1961	% of Total
General expenses . . . .	2,188.2	0.48	2,483.8	0.51
Fixed expenses . . . .	39,684.3	9.04	53,618.3	11.01
Primary education . . . .	208,886.6	47.52	223,943.1	45.91
Intermediate education . .	37,869.6	8.63	80,563.5	16.54
Classical education . . . .	26,644.4	6.06	28,117.4	5.78
Physical training . . . .	8,392.8	1.91	9,524.5	1.96
Colleges . . . . .	991.2	0.22	1,085	0.23
Special schools . . . . .	280.8	0.06	347.2	0.08
Technical and vocational education . . . . .	69,539	15.7	36,498.6	7.5
University . . . . .	26,602.2	6.06	27,887.8	5.73
Academies and libraries . .	1,905.5	0.43	1,981	0.41
Antiquity and fine arts . .	10,383.7	2.37	11,477.1	2.36
Various . . . . .	3,357.8	0.76	6,262.7	1.29
Adult education . . . . .	3,131.5	0.71	3,341.5	0.69
Assistance . . . . .	235	0.05	—	—
Total . . . . .	440,092.6		487,131.5	

A considerable reduction is shown under technical and vocational education compared with the previous budget. The difference is due to the fact that secondary vocational schools will be absorbed from 1960-1961 onwards by the new unified lower secondary school.

#### School Building

According to clause No. 4 of act No. 645 of 8th August, 1954, a programme for financing new school buildings was drawn up in agreement with the Ministry of Public Works. This programme provides for a total expenditure of about 130,000 million lire, with a State contribution at 4 to 6%, to be refunded in 35 years.

The work covers the construction of new buildings and the repair and equipment of existing ones. Most of the expenditure (115,000 million) will be used for the construction and equipment of 23,000 classrooms. The remaining sum will be spent on equipment, audio-visual aids and work of lesser importance.

In order to achieve a timely utilization of the contributions provided by act. No. 645 and the speedy accomplishment of the work, a careful survey of all the necessary data was made through the superintendents, since about 6 years have elapsed from the enforcement of the said act.

The special studies centre gave assistance and advice to authorities preparing the construction of new schools, so that these buildings might conform to modern technical, hygienic and educational standards. The centre continues its studies and research on the improvement of school buildings, with special reference to secondary schools. The drawing up of special rules is planned, as was done for primary schools.

New contacts in view of the development of vocational education have been made with the Bank of the South for a programme of new work to be carried out in agreement. The Bank of the South also intervenes for work concerning nursery and primary schools in municipalities of the South having a population of less than 10,000 inhabitants.



The central service has intensified its contacts with organizations and institutes concerned with the school building problem in the national and international field.

### QUANTITATIVE DEVELOPMENT

**Primary Education** Whereas 2,280 new teaching posts were established during the school year 1958-1959, in 1959-1960 there were 4,950 new classes, in addition to 765 subsidized schools to be added to the 4,119 schools already working the previous year.

In 1959-1960 the following post-primary classes were in existence: 6,281 sixth classes, 1,864 seventh classes, and 830 eighth classes, making a total of 8,975 classes with 90,490 pupils.

**Lower Secondary Education** By 1st October, 1959, 307 lower secondary schools and 491 secondary vocational schools were established, i.e. a total of 798 new schools; at the same time, 1,473 new lower secondary classes and 1,537 secondary vocational classes were established owing to the duplicating of classes in existing schools.

In lower secondary schools and secondary vocational schools there were 1,139,305 pupils on 4th October, 1959, an increase of 154,064 (+15.6%).

In order to allow everybody of compulsory school age to attend school a free transport experiment was made in 8 areas having a scattered population. This experiment has shown that the initiative could be further extended, and the organization of school transport services on a national basis, possibly starting from next school year, is being studied.

**Upper Secondary Education** During 1959-1960 a further increase in the secondary school population occurred. It increased from 227,809 to 229,595 (+0.78%). The marked tendency in favour of the scientific lycée was accompanied by a certain stability as far as the classical lycée is concerned and a decrease in the teacher training schools.

To the increase in the school population corresponds an increase in the number of classes and schools. This year 191 classes were established in the scientific lycées. Classical, scientific and teacher training schools this year number 695, with a total of 8,923 classes distributed as follows:

	Schools	Classes	Pupils
Classical lycées . . . . .	366	4,474	113,560
Scientific lycées . . . . .	154	1,923	47,823
Teacher training schools	175	2,526	68,212

**Vocational Education** In the school year 1959-1960, 215 new technical and vocational schools and institutes were opened. Special attention was given to the supply of scientific and teaching equipment and to its rational distribution and use. In the fiscal year 1958-1959 about 3,000 million lire were spent to meet this requirement.

**Adult Education** Here are the data concerning activity in the field of adult education during the school year 1959-1960: popular courses, 11,910; special courses, 1,650; reading centres, 4,414; music courses,



840 ; refresher courses, 2,500 ; summer schools, 350 ; Sunday schools, 167 ; schools for military personnel, 1,103 ; adult education classes, 1,528 ; follow-up and refresher courses in secondary education, 113.

Classes for families, and the special classes generally, have had a favourable influence on children's attendance at elementary schools. According to inquiries, the increase in the attendance of children has been considerable in the areas where such courses have been held.

As far as the reading centres are concerned, the need of supplying these institutions with audio-visual aids was evident. The problem of supplying cineprojectors and television sets at all reading centres is being studied, and it is hoped that within the next fiscal year this programme will be carried out.

An experiment was made in the field of lower secondary education for young people having the elementary school certificate and wishing to obtain the secondary school diploma, so complying with the Constitution which provides for compulsory attendance at school for eight years. This experiment consisted of opening 113 follow-up and refresher courses in 21 provinces. They were attended by 1,695 pupils.

#### **Fine Arts**

As a consequence of the newly established inspectorate for fine arts education (June, 1959), an autonomous body separated from the general department for antiquity and fine arts, it was possible to improve artistic and musical education this year.

In various conservatories new classes were established in line with modern trends. The possibility of preparing and equipping new classrooms for the art lycée in Rome, which is constantly expanding, is under consideration. Decrees of the President of the Republic established ten art institutes and fifteen art schools ; ten art schools are being transformed into institutes. Several other legislative provisions are being prepared concerning the establishment of new art institutes and schools in towns where the need is particularly felt and the transformation into institutes of several art schools having adequate conditions.

### **ORGANIZATION**

#### **Ten-Year Plan**

Parliament is studying the bill concerning the plan for school development during the ten-year period 1959-1969. Its contents and aims were set out in the previous report on educational developments. The bill was approved by the Senate with some modifications.

#### **Primary Education**

The establishment of stages in the elementary school has resulted in a considerable decrease in the repetition of classes. Whereas during 1955-1956 an average of 16.45% of the pupils in classes I, II and IV were not promoted, the percentage in 1959-1960 was reduced to 8.05%. In class II (promotion through examination) in 1955-1956, 19.18% were not promoted, and in 1959-1960 the percentage was 12.75%. On the whole, the percentage of pupils repeating classes during the last three-year period decreased from 17.81% to 10.4%.



**Lower Secondary Education** On 9th January, 1960, bill No. 904 was placed before the Senate, establishing the new unified lower secondary school, which will replace the present intermediate school and secondary vocational school.

The new school will give a basic education to all pupils of 11 to 14 years using a curriculum which, in addition to a fundamental group of common subjects, provides for some optional subjects.

**Secondary Technical and Vocational Education** The transformation of all vocational schools for girls into technical institutes for girls according to act No. 782 of 8th July, 1956, is under way.

A bill prepared by the Ministry of Public Instruction and the Ministry of Labour, approved by the Council of Ministers and now under consideration before the parliament, fixes the structure of vocational institutes, which for the first time is being settled in a complete and organic way.

**University Education** During the year 1959-1960, the activity of the general department for university education has had as its main aim arrangements for the execution of the ten-year plan for educational development. The department collected the requests of the universities as regards buildings, formed a committee to study the use of funds allocated for assistance and cooperated in the examination of the amendments brought before the Senate during the discussion of the bill.

Particular attention was devoted to the reorganization of certain special scientific institutions. The regulations and the constitution of the national institute of higher mathematics and the regulations for the agrarian and comparative law institute were approved. The approval of the constitution of the Italian institute of archaeology and art history is in progress while the regulations for other institutions, among which is the "Galileo Ferraris" national electrotechnical institute of Turin, are being studied.

#### CURRICULA, SYLLABUSES AND METHODS

**Technical Education** The ministerial decree of 16th November, 1959, has approved the time-table and syllabuses of women's technical institutes.

#### TEACHING STAFF

**Appointments** In the field of elementary education, in 1959-1960, there were 199,949 teachers of whom 190,662 were permanent and 8,747 temporary; 540 were in schools for prisoners. The number of new teachers was 8,606.

Several competitions are in progress for the permanent appointment of about 4,000 secondary school teachers, of whom about 3,000 will be for technical and vocational schools. On 5th January, 1960, new regulations were issued for filling 5,225 teaching posts and 790 principal's posts (with teaching duties) in secondary vocational schools; this competition will be followed by another one for 6,476 posts.

It is the first time that the new competitions have been reserved for candidates already having a secondary level teaching qualification.



The first session of decentralized State examinations for teaching qualifications has been concluded; 8,695 qualifications were granted. A new session was notified by a decree of 15th December, 1959. In view of the results of this first experiment the decentralization of examination centres according to geographical distribution and technical expediency was accentuated.

Competitions are in progress for 189 posts for art, cultural and scientific subject teachers in the schools and institutes of art education.

During 1959, 32 competitions for university chairs were held and 87 lecturers were appointed.

The ordinance of 16th May, 1959, fixed a new session for the *libera docenza* and 1,200 candidates have presented their application.

#### AUXILIARY SERVICES

##### **Social Assistance to Pupils and Students**

In the current school year, the Ministry of Public Instruction, aware of the great importance of the different forms of assistance to deserving but needy students of every grade, pursued and improved its activity in this respect by awarding scholarships, free places, books and grants.

The funds allocated to the school patronages existing in all municipalities, to school funds and to student organizations for primary and secondary school pupils and university students were increased.

##### **Cultural Tours**

Cultural tours for secondary school pupils and university students are organized mainly by the Italian Centre for Cultural Tours (CIVIS). In 1959, 1,063 secondary school pupils enjoyed CIVIS prize tours. Travel abroad of an instructive and social character was organized to 12 European countries. In the university sector, CIVIS organized nine study tours abroad, 3 exchanges and many meetings between Italian university students and their foreign colleagues. During the period 1st January-30th April, 1960, interregional excursions were organized for Italian schools with a total of 1,937 participants. During the first four months of 1960, CIVIS assisted 84 groups of foreign students, a total of 2,813 persons.

##### **Audio-Visual Aids**

The national centre for audio-visual aids worked on the preparation of teachers for using films and other audio-visual aids in the schools and on strengthening local bodies and their activities. This centre also publishes a monthly chronicle dealing with technical, administrative and organizational subjects. A university course of filmology is yearly organized at the Rome institute of education and a review is issued called "Monographs on Filmology".

It is estimated that the number of 16 mm. sound projectors used in the schools is 5,500 and that the number of didactic and cultural films circulating in the schools is over 1,000, in 10,200 copies. Thirty-one provincial centres have issued a catalogue of films and records which they put at the disposal of the schools.

The projectors used in the schools were tested by a commission at the national centre and are sold to the schools directly by the industries at a fixed price considerably lower than the market price.



### Public and School Libraries

During last year, the number of lending library networks rose to about 38 and about 650 lending centres could be enumerated.

The activity of the national office for public and school libraries is constantly increasing and the number of assisted libraries has reached about 23,800. During 1959-1960 they were given books worth about 150 million lire, in addition to the normal free distribution of the bi-monthly bulletin "The Word and the Book" containing book reviews and useful advice on the development of libraries.

The office is also carrying out studies for improving assistance through audio-visual aids.

### Documentation and Comparative School Legislation

In 1959, the activity carried out by the office of studies, documentation and comparative school legislation may be summarized as follows:

(1) Documentation on educational organization in the most important countries now includes new bibliographical material and the most important foreign reviews; in particular, the office organized: (a) a card index of educational books issued in recent years, which will include the educational card index prepared by the I.B.E.; lists of works issued in Italy will then be sent, according to agreed arrangements, to the various documentation centres of the countries of the Western European Union; (b) a general index of the most important articles published in educational reviews in Italy; (c) a general index of the most important studies published in foreign newspapers and reviews.

(2) The second edition in English and the first edition in Spanish and Arabic of the "Guide for Foreign Students" were prepared; they have been brought up to date and contain information about secondary classical and technical education in Italy.

(3) The dictionary of comparative terminology for Great Britain and Northern Ireland has been completed, with an appendix containing a description of the organization of studies in the universities of the United Kingdom, and particularly information on which universities award which degrees, faculties, curricula, duration of courses, etc. By May the dictionary for Belgian education will be issued, while at the end of the current year the dictionary for America should be published.

During 1959, the office intensified its inquiries on the organization of schools in other countries and some important matters such as the training of teachers, methods of examination, non-State schools, etc. Most of these inquiries have been carried out in connection with the reform of studies which is being discussed at the Ministry.

### Didactic Centres

A new didactic centre, for art education, was recently established, with the aim of developing the study of art subjects, especially music, in every type of school. The centre is in Rome and is in addition to the 8 existing centres. A special permanent committee of the didactic centres, established in 1958, the chairman of which is the Minister of Public Instruction, supervises and coordinates the activities carried out by each centre.



The establishment in December, 1959, of the European centre of education at Villa Falconieri in Frascati should be mentioned. The centre was established in order to carry out, in cooperation with the universities and the national didactic centres, refresher courses of a cultural and didactic character for teachers in all types of schools and to organize meetings among teachers and responsible people from educational institutions all over Europe. These courses have an average duration of one or two weeks and each one is attended by 40 teachers. Each course concerns the present situation of studies regarding individual subjects or groups of subjects, methods of teaching these subjects and problems of educational organization in Italy and abroad.



# JAPAN

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Administrative Staff — Supervision — Finance — School Building* — QUANTITATIVE DEVELOPMENT — *Number of Schools, Pupils and Teachers* — ORGANIZATION — *New Courses — CURRICULA, SYLLABUSES AND METHODS — Curriculum Revision — Teaching Aids — TEACHING STAFF — Training — In-Service Training — Salaries — AUXILIARY SERVICES — School Health — School Lunch Services — Social Assistance — Special Education — Youth Activities — Physical Education*

### ADMINISTRATION

**Administrative Staff** At the Ministry of Education in 1959-1960 a chief of the Minister's secretariat was appointed to provide assistance for the Minister and the permanent vice-minister.

**Supervision** Three supervisors for scientific and technical education and 5 additional regular supervisors of elementary and lower secondary education, making a total of 12 such supervisors, were appointed.

At the local level, although the number of municipal boards of education was decreased as a result of reorganization, local staff for educational supervision were increased, the number of teachers' consultants being raised by 5% and 10% in prefectural and municipal boards of education respectively. In the school year 1959-1960, municipal boards of education were required by the revised social education law to appoint social education consultants and assistant consultants as soon as possible. Before the revision of the law, the employment of social education consultants was compulsory for prefectures but voluntary for municipalities. The function of the consultants is to promote and develop local social education programmes.

**Finance** The total amount of the national budget for education under the jurisdiction of the Ministry of Education was 169,000 million yen in 1959-1960, i.e. an increase of 16,000 million (+10.4%) over the preceding year, and 12% of the total national budget for 1959-1960. The budget of the Ministry of Education is classified into four major items: (1) grants for elementary, secondary, and social education conducted by local governments; (2) expenditure on universities; (3) subsidies for the promotion of science, for scholarships and for private schools; (4) general Ministry expenditure.

Teachers' salaries in compulsory schools represented 58.5% of the total budget of the Ministry of Education.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. I. AMAGI, Delegate of the Government of Japan.



The total of national, prefectural and municipal expenditure for education amounted to 482,000 million yen, or 5.7% of the total national income.

#### School Building

In 1959-1960 the total floor area of national, local public and private school buildings of all levels was increased to 123 million m<sup>2</sup>, an increase of 13.9% over 1958-1959. This expansion represented the first year of the Ministry of Education's five-year school building plan. Specific purposes of the plan are: the elimination of overcrowded classes in elementary and lower secondary schools, the reconstruction of worn-out buildings, the construction of gymnasiums, the expansion of school buildings required by the consolidation of schools, and the construction of special schools for handicapped children. The plan also includes the construction of kindergartens, upper secondary schools and people's education centres. The plan provides for the construction of 11.9 million m<sup>2</sup> during the five year period 1959-1963. The national government will share the cost. The plan involves more emphasis on ferro-concrete construction than in the past. The floor area of school buildings reconstructed or newly constructed in 1959-1960 was 1.5 million m<sup>2</sup>.

The typhoon of September, 1959, caused damage to schools amounting to 5,000 million yen. A special law was passed in December, 1959, under which the national government will pay 75% of the expenses for reconstruction of public schools and 50% for reconstruction of private schools damaged by the typhoon.

### QUANTITATIVE DEVELOPMENT

#### Number of Schools, Pupils and Teachers

The following table gives the statistics for the number of schools, pupils and teachers in May, 1959, and the increase over the previous year.

	Schools		Teachers		Pupils	
Kindergartens . . . . .	7,030	+2.7%	34,545	+3.1%	699,726	+3.7%
Elementary schools . . .	26,916	-0.2%	370,203	+1.1%	13,374,700	-0.9%
Lower secondary schools.	13,135	-2 %	198,411	+1 %	5,180,319	-0.6%
Upper secondary schools.	6,097	+0.3%	149,812	+4 %	3,216,152	+4.9%
Special schools . . . . .	216	+5.6%	6,157	+4.5%	34,753	+4.5%
Universities . . . . .	511	+1.8%	71,324	+2.8%	677,034	+3.5%

Of upper secondary pupils, 54.7% are boys and 45.3% girls.

In elementary and lower secondary schools, the number of teachers increased in spite of the decrease in the number of pupils. This was the result of a five-year plan begun in 1958-1959 to eliminate overcrowded classes.

The decrease in the number of elementary and lower secondary schools resulted from the consolidation of branch schools with parent schools and the consolidation of smaller schools.

In 1959-1960, 13.2% of all university students and 65% of all junior college students were women.



The number of students enrolled in science and engineering departments of universities and junior colleges increased by 7.8% and 6.8% respectively over the previous year. In order to promote science and technological education, the Ministry of Education initiated a four-year programme, beginning in 1957-1958, to increase the fixed number of students in science and technology departments by 8,000. In 1959-1960 the Ministry of Education began a further survey as a basis for a programme for the provision of scientists and engineers to meet recent industrial developments.

The number of students in departments and faculties which are accredited to provide teacher training was 55,994 in universities and 4,081 in junior colleges, the total number showing a decrease of 2.8% from the previous year.

#### ORGANIZATION

##### **New Courses**

Since 1958, technical courses such as mechanics, electricity and technology in upper secondary schools have increased in number to meet the needs of industry for technicians. In 1959-1960, 53 such courses with an enrolment of 4,000 students were added. Since 1958, the Ministry of Education has been encouraging the establishment of special industrial courses in upper secondary schools: 15 such courses were established in 1958-1959 and 6 in 1959-1960. These are one- or two-year courses, both full-time and part-time, providing intensive education in industrial techniques.

In March, 1960, the school correspondence education sub-committee of the curriculum council submitted a report to the Minister of Education on the improvement and promotion of correspondence education for upper secondary schools. This report recommended the establishment of upper secondary schools having as their sole function the provision of correspondence education on a large scale.

The number of faculties or departments of science and technology in higher educational institutions, including mechanical engineering, electrical engineering and applied chemistry, and the fixed number of students in those faculties or departments were increased. In 1959-1960, 24 such faculties and departments were newly established in national universities and junior colleges.

#### CURRICULA, SYLLABUSES AND METHODS

##### **Curriculum Revision**

The curriculum of the elementary schools was partially revised in 1959-1960 in preparation for the full revision of elementary and lower secondary school curricula in 1961-1962. Regional in-service training courses in the revised curriculum were conducted for principals and teachers of elementary and lower secondary schools as part of a three-year programme that will involve all principals and teachers throughout the country.

The main points of the revision are: (1) introduction of courses in moral education; (2) promotion of scientific and technical education; (3) improvement in the teaching of fundamental subjects; (4) stress on adapting instruction to meet the needs, aptitudes and plans of individual students.



Owing to the revision of elementary and lower secondary school curricula, plans for the revision of the curriculum for upper secondary schools, though it was revised as recently as during the 1956-1957 school year, are being made in accordance with recommendations made in March, 1960, by the curriculum council, which stressed the following points: (1) students should be educated according to their ability, aptitude and future career; (2) in the general course, several categories of subject combinations should be offered and, where feasible, the contents should be varied to meet the needs of gifted pupils; (3) more compulsory subjects should be provided in the general course; (4) in the vocational course, general education should be reorganized; (5) moral education should be given through all educational activities and the subject «ethics and civics» should be established; (6) fundamental studies in mathematics, science and the specialized vocational subjects should be emphasized; understanding of and composition in modern Japanese should be improved and foreign languages should be compulsory in the first upper secondary school year; (7) domestic arts should be compulsory for girls; (8) more than one subject should be compulsory in the field of art and music.

The revised curriculum for elementary and lower secondary schools lays emphasis on experiment and observation in science, and on technical education in industrial arts or homemaking, a newly established subject in lower secondary schools.

#### Teaching Aids

In 1959-1960, the national government required local governments to improve equipment and facilities for scientific and industrial education, and national subsidies were increased for this purpose. Recently, new teaching methods which utilize audio-visual equipment have become common practice.

The number of schools equipped with television sets is greatly increasing.

### TEACHING STAFF

#### Training

In March, 1959, it was decided to establish a new one-year or half-year training course for teachers in special schools, mainly for mentally deficient children, in five national universities. The course aims to provide special training in the education of handicapped children other than the blind and the deaf, for those holding the elementary or secondary school teacher's certificate. This programme will be implemented during the 1960-1961 school year.

#### In-Service Training

An in-service training programme for principals and teachers in elementary and lower secondary schools has been formulated. During the three years beginning 1959-1960, a training programme for educational leaders will be provided in five regional areas in addition to the training programme for teachers in each prefecture. In order to improve teachers' basic skill in scientific experimentation and observation, in-service training for science teachers was also provided this year throughout the country, as during the previous year.

In 1959-1960, a three-year programme was initiated to provide in-service training with the purpose of upgrading 95,000 teachers in elementary and lower secondary schools who have only emergency certificates.



The award of regular certificates to these teachers is planned by such measures as the establishment of correspondence courses in 24 national universities, examinations in 23 national universities, and training courses in each prefecture.

From September to October, 1959, for the first time the Ministry of Education sent 38 principals of elementary and lower and upper secondary schools abroad for the purpose of studying educational conditions in foreign countries.

**Salaries** Isolated area allowances and allowances for teachers in one-teacher schools or other small schools were raised by an over-all amount of 34% compared with the previous year. A total of 309 new teacher's houses were constructed also, increasing such facilities by 20%.

In the past, the prefectures granted isolated area allowances to teachers without guidance by any national criteria. In July, 1959, the Ministry of Education classified isolated areas into five groups based on such factors as transport facilities, land area, population sparsity and economical and cultural conditions. This should result in some improvement in rural school teachers' compensation.

#### AUXILIARY SERVICES

**School Health** The physical measurements of elementary and secondary school pupils have shown yearly improvements since the war.

Since the school hygiene law was enacted in 1958, the importance of health education and administration in schools has been more strongly emphasized. In March, 1960, the Japan School Safety Society was established to be responsible for safety education and for the administration of a plan for the insurance of pupils against injury, disease and epidemics.

**School Lunch Services** School lunch services have expanded yearly. In 1959-1960, 46% of the elementary schools and 13.9% of the lower secondary schools operated school lunch programmes, and 64.4% of elementary school pupils and 10.4% of lower secondary school pupils took part in the school lunch service.

**Social Assistance** To encourage the school attendance of pupils from needy families, the national government assists pupils with expenses for textbooks, school lunch and medical care. In the budget of the Ministry of Education for 1959-1960, the amount of subsidies for this purpose was increased and a special subsidy of 87 million yen was appropriated for school excursions for pupils from needy families.

**Special Education** Compulsory attendance at elementary and lower secondary departments of special schools for the blind and deaf is in effect, but is not enforced for other handicapped children such as the mentally deficient, crippled and infirm.

In December, 1959, the Central Council for Education presented to the Minister of Education a report on the promotion of special education, which recommended that schools for handicapped children other than the



blind and deaf should be established and that the establishment of special classes for the mentally deficient should be compulsory in municipalities with a population of more than 30,000. Prefectures should be responsible for the establishment of special schools for the physically disabled according to a national long-range plan. The report also recommended that teacher training courses for special education should be established in national universities.

National and prefectural grants for handicapped children include the cost of textbooks, school lunch expenses, transport to school, and boarding expenses of the pupils in elementary and lower secondary departments of special schools for the blind, deaf and other handicapped children. Grants for handicapped pupils attending the upper secondary departments of special schools include the cost of textbooks, school lunch, and from 1959-1960, transport expenses.

#### **Youth Activities**

Youth recreation centres or facilities for vocational training for young people have been constructed or are under construction in various parts of Japan. Forty-two centres had been established by the end of 1958-1959, and in 1959-1960, 14 more were constructed with national assistance. The national youth centre, established at the foot of Mt. Fuji, began operations in September, 1959.

Youth centres for young workers have been established with the cooperation of national and local administrative agencies. In 1959-1960, 15,000 youth centres were maintained in places of work. In October the first national conference of youth club members was held. Discussion centered on the promotion of youth centres.

To promote international understanding and friendship, 100 young people travelled abroad at the country's expense in the school year 1959-1960.

#### **Physical Education**

Sports have become extremely popular especially among young people, in recent years. Tokyo was selected as the site for the 1964 summer Olympic Games, and national interest in sports has increased as a result. In 1959-1960, five public gymnasiums for physical activities were established in local communities in Japan.



# KOREA (Republic of)

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Budget* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Schools and Pupils* — ORGANIZATION — *Change of Category* — *Length of Courses* — CURRICULA, SYLLABUSES AND METHODS — *Textbooks* — TEACHING STAFF — *Physical Training Staff* — AUXILIARY SERVICES — *School Meals* — *Handicapped Children* — *Popular Education*

### ADMINISTRATION

**Budget** The budget of the Ministry of Education for 1959 and 1960 (expressed in thousands of hwan) is as follows:

	1959	1960	Difference
Administration . . . . .	236,255	288,736	+ 22%
Elementary education . . . . .	47,567,699	51,149,115	+ 7%
Secondary education . . . . .	2,143,020	2,185,390	+ 2%
Higher education . . . . .	1,766,267	1,766,226	—
Teacher training . . . . .	1,378,831	1,161,099	— 14%
College education . . . . .	3,950,434	3,928,032	— 1%
Adult education . . . . .	104,440	120,092	+ 15%
Technical education . . . . .	299,255	737,712	+147%
Special education . . . . .	58,202	61,723	+ 6%
International education . . . . .	105,406	205,406	+ 95%
Subsidies to educational bodies . . . . .	1,095,408	613,000	— 40%
Cultural activities . . . . .	1,056,652	953,912	— 10%
Subsidies to cultural bodies . . . . .	102,000	268,000	+162%
Total . . . . .	59,863,869	63,438,443	+ 6%

**School Building** In order to improve the quality of secondary education, the ordinance for secondary school facilities was promulgated, setting forth the minimum requirements to be met by all secondary schools, including teacher training schools of secondary level, as regards space, buildings, and office rooms.

The following number of classrooms for elementary and secondary schools were built in 1958 and 1959; they are classified according to the authority financing their construction.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. KIM and Mr. WHANG, Delegates of the Government of the Republic of Korea.



<i>Primary Education</i>	1958	1959	Difference
Ministry of Education. . .	2,606	2,686	+ 3 %
AFAK. . . . .	481	280	—42 %
I.C.A. . . . .	460	132	—72 %
Total . . . . .	3,547	3,098	—12.7%
<i>Secondary Education</i>			
AFAK. . . . .	374	203	—46 %
I.C.A. . . . .	336	68	—79 %
Total . . . . .	710	271	—61.8%

The number of classrooms still lacking at the end of 1959 for elementary and secondary schools is 24,093 and 3,379 respectively.

### QUANTITATIVE DEVELOPMENT

#### Number of Schools and Pupils

The following statistics show the number of schools and pupils in 1958 and 1959.

	Schools			Pupils		
	1958	1959	Difference	1958	1959	Difference
Kindergartens . . . . .	253	281	+11%	13,301	14,128	+ 6%
Elementary schools . . . .	4,992	5,140	+ 3%	3,790,352	3,602,334	— 5%
Middle schools . . . . .	1,012	1,013	—	432,071	458,184	+ 6%
High schools . . . . .	346	343	— 1%	159,090	159,841	—
Vocational high schools . .	276	280	+ 2%	108,642	101,000	— 7%
Teacher training schools . .	18	18	—	11,808	9,150	—22%
Attached schools . . . . .	40	41	+ 2%	19,866	30,745	+ 59%
Colleges and universities . .	56	61	+11%	76,574	81,651	+ 6%
Trade schools . . . . .	66	61	+ 8%	6,752	7,314	+ 9%
Higher trade schools . . . .	63	68	+ 7%	6,665	9,409	+ 45%
Civic schools . . . . .	2,302	2,013	—13%	174,827	152,701	—13%
Higher civic schools . . . .	347	296	—15%	36,819	33,665	— 9%

### ORGANIZATION

#### Change of Category

The promotion of 4 schools of miscellaneous categories to the status of college, and of 3 colleges to the status of university, was approved.

#### Length of Courses

The length of education in colleges of dental medicine was extended from four to six years by establishing a preparatory course of two years.

### CURRICULA, SYLLABUSES AND METHODS

#### Textbooks

As a result of a general review of middle school English textbooks, nine new textbooks, compiled mainly from the practical point of view, were approved for use in middle schools throughout the country.



## TEACHING STAFF

**Physical Training Staff** During the past year, 130 teachers of physical training attended lectures on physical education and on rhythm and dancing.

## AUXILIARY SERVICES

**School Meals** A total of 90,312 drums of powdered milk was provided for school meals in elementary schools during the past year, thus decreasing the number of absentees and improving the children's physical development.

**Handicapped Children** At the end of 1959 there were five schools for the blind and the deaf. The separation of the blind departments from the deaf departments has been completed.

**Popular Education** In order to improve the standard of culture in farming and fishing villages, 867 village libraries were established, with 145,600 books, during the past year. In addition, special cinema and lecture programmes have been circulated among rural communities. The cinema shows were attended by 48,230 people and the lectures by 33,430.

In order to train rural leaders for community development, a rural leaders' training centre was established. It provides a two-year course for high school graduates and 3-4 month course for college graduates. In the centre, lectures are given on home economics, agriculture, audio-visual education, public health and social research.



# KUWAIT

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *New Administrative Office* — *Inspection* — *Law on Private Schools* — *Finance* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Schools, Pupils and Teachers* — ORGANIZATION — *Vocational Education* — *University of Kuwait* — *Fundamental and Adult Education* — TEACHING STAFF — *Shortage* — AUXILIARY SERVICES — *Scholarships* — *Special Education* — *School Health* — *Foreign Students*

### ADMINISTRATION

**New Administrative Office** A new office was founded last year in the Department of Education to supervise work in private schools.

**Inspection** Three new inspector's posts were created last year, for mathematics, Arabic and kindergartens. This brought the number of inspectors and supervisors to 21, distributed as follows: 1 chief inspector, 5 for Arabic and religion, 2 for drawing and handicrafts, 1 for English language, 1 for social studies, 1 for kindergartens, 3 for mathematics and science, 2 for physical education for boys, 1 for physical education for girls, 1 for domestic science, 1 for music, 1 supervisor of dramatics for boys and 1 supervisor of dramatics for girls.

**Law on Private Schools** There are a few private schools that cater for the children of foreign communities in Kuwait and some private evening classes have also been opened to teach foreign languages to adults. A law governing these private institutes was passed last year. Its aim is to ensure that they meet the basic health and educational requirements set for them and that the Arab students who choose to attend them have almost the same syllabuses in Arabic and civics as children of their age in government schools.

**Finance** The budget of the Department of Education, keeping pace with general educational expansion, increased by 20 million rupees. Whereas it was 130 million in 1958-1959, it increased to 150 million in 1959-1960 (+15.3%). These figures do not include capital expenditure.

**School Building** The programme for building new schools was carried on according to schedule. The following schools will be ready to receive children at the beginning of next year: 5 kindergartens, 9 primary schools and one intermediate school. These new schools provide a total of 240 classrooms, some of which are to receive children newly enrolled and others to ease congestion in some of the old schools.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. A. K. AL-ANSARI, Delegate of the Government of Kuwait.



## QUANTITATIVE DEVELOPMENT

**Number of Schools,  
Pupils and Teachers**

The rapid educational expansion that took place in Kuwait during the last decade continued at the same tempo last year.

The following table gives statistics for schools, pupils and teachers in 1959-1960 and the difference per cent from the previous year.

	Schools		Teachers		Pupils	
	1959-60	Difference	1959-60	Difference	1959-60	Difference
Kindergartens . . . . .	15	+66%	171	+58%	3,947	+53%
Primary schools . . . . .	55	—	1,081	+ 2%	24,914	+13%
Intermediate schools . . .	34	+10%	520	+19%	8,101	+24%
Secondary schools . . . . .	2	—	141	+23%	1,667	+31%
Vocational schools . . . . .	2	—	55	-15%	1,242	-16%
Special schools . . . . .	5	+66%	43	+10%	431	-1.6%

There were 40,302 pupils in the different types of schools, which shows an increase of about 17% in the total school population. There is an increase of about 12% in the total number of schools and 15% in the number of classrooms over the year before. There were altogether about 10% more teachers than in the preceding year.

The ratio of school children enrolled in the first six classes to the whole population is 10,532 for every 100,000 inhabitants. According to a report prepared by a special committee appointed by Unesco this ratio is the highest so far achieved by any Arab State and compares favourably with that maintained in some Western European countries where education is highly developed and where compulsory education has been long established.

Expansion has been spectacular in the field of pre-primary education, since the total number of children in kindergartens rose by 53%. If this increase is maintained next year, within five years there will be enough kindergartens to accommodate all children between 4 and 6 years of age. According to the Unesco study referred to above, Kuwait figures as the only Arab country where pre-primary education is becoming increasingly the responsibility of the State and where a steady increase in numbers is maintained.

The education of girls, which was started somewhat later than that of boys, is on a par with it in the early educational stages. About 46% of the school population in the first primary class are girls, and this proportion is expected to be maintained up to the end of the intermediate stage.

## ORGANIZATION

**Vocational Education**

In the field of vocational education, efforts have been intensified to stem the preference for general secondary education. The policy of the Department of Education in this respect is to guide each student to the type of education that fits his capabilities and to combat the traditional prejudice against vocational study. There were 192 students in the technical college last year, as opposed to 1,279 in the boys' secondary



school. But the number becomes more indicative of the progress achieved if it is remembered that five years ago, when the technical college was first opened, only eight students chose to join it.

#### **University of Kuwait**

A commission of three advisers was invited by the Department of Education to study the possibility of establishing a university in Kuwait. The report of the commission was approved and it was decided to implement its recommendations in stages. The first stage is scheduled to be accomplished in September, 1963, when the faculty of arts and science is opened. The aim of this faculty will be twofold: to provide a number of people with a broad university education and to prepare students for more specialized professional courses.

#### **Fundamental and Adult Education**

The scheme for fundamental education is carried on in collaboration with the Department of Social Affairs. There were 16 centres for fundamental education with a total enrolment of 3,187 students during the last school year.

The Department of Education took part in running the institute for the training of women which was opened by the Department of Social Affairs three years ago for the benefit of housewives and girls over school age. The 150 girls in this institute either followed vocational or general courses.

### **TEACHING STAFF**

#### **Shortage**

Rapid expansion has accentuated the shortage of qualified Kuwaiti teachers. Of the 2,011 men and women teachers who worked in the schools this year only 109 were Kuwaitis. This figure represents a drop in the total figure of the year before as a result of promoting some teachers to administrative posts. The rest of the teachers come from different parts of the Arab world either on personal contract or seconded by the Ministry of Education of the United Arab Republic. The shortage has been felt more acutely in some fields than in others, pre-primary education for example.

### **AUXILIARY SERVICES**

#### **Scholarships**

All Kuwaiti students successfully completing their secondary education in 1959 were entitled to a grant for study abroad. In 1959-1960 the number of scholars sent abroad was 462 (364 last year), of whom 376 were men and 50 women. They studied in the United Arab Republic, the United Kingdom, Lebanon, Iraq and Germany.

#### **Special Education**

In the field of special education a mixed institute for the deaf and dumb was opened; the two existing institutes for the blind were enlarged and special arrangements were made to accommodate 12 boarders. It has also been decided to open a school for mentally deficient children. A preliminary study of the subject has been made and it has been planned to invite an expert to advise the Department on the subject next year.



**School Health**

The school health service was expanded to meet the increasing demands of the school population. The number of specialists has been increased and two clinics have been opened outside the city of Kuwait for school children from the villages. A permanent joint committee consisting of representatives of the Department of Health and the Department of Education was formed last year. The main task of this committee is to disseminate useful health information and propagate hygienic habits among the pupils, servants and the school environment as a whole. The committee issues a monthly illustrated magazine and broadcasts a special weekly health programme on the radio.

The school meals service carried on the same as the year before. The number of schools where two meals are served has increased. The final aim of the Department is to supply all school children with two meals a day.

**Foreign Students**

The number of non-Kuwaiti students in the schools of Kuwait has increased. There are 10,029 of them representing almost all the Arab countries. They enjoyed all the school services, as far as general education goes, that Kuwaiti students are entitled to. Most of these students live with their families in Kuwait, but there are 168 of them who have come for the sole purpose of study and who are given grants by the Department of Education which cover tuition, board and lodging.



# LAOS

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Advisory Bodies* — *Interministerial Committee* — *Inspection* — *Budget* — *School Building* — *Private Education* — QUANTITATIVE DEVELOPMENT — *Number of Pupils* — ORGANIZATION — *Provincial Education Centres* — *Vocational Proficiency Certificate* — *Primary Education Regulations* — CURRICULA, SYLLABUSES AND METHODS — *New School Year* — *Syllabus Reform* — *New Methods* — *New Textbooks* — TEACHING STAFF — *Training* — *Further Training* — AUXILIARY SERVICES — *Basic Education*

### ADMINISTRATION

#### **Advisory Bodies**

At the Ministry of National Education a national board of education has been set up to help the department of education and, at the latter's request, to give advice on definite problems. It must be consulted and give its opinion on all matters of national concern in the field of teaching (public or private) or education.

A higher council of education has been set up to work out syllabuses, teachers' guides, pupils' textbooks, and all equipment and aids to teaching for the various classes and divisions of educational establishments at all levels.

These two bodies were set up by presidential decree No. 50/PC of 26th February, 1960, and by ministerial decree No. 114/ED of 19th February, 1960.

A French adviser has been attached to the primary education department of the Ministry of National Education. He assists the director of primary education, particularly in administrative and educational reorganization.

**Interministerial Committee** Presidential decree No. 330 of 23rd October, 1959, sets up an interministerial committee (Ministry of Education, Plan Ministry, Ministry of the Interior) to determine means of joint action in the field of rural development by means of basic education. The Ministry of Education plays an essential role in this committee, as it is responsible for the training of basic education instructors.

#### **Inspection**

In two provinces, two French teachers have been attached to the primary school inspectorate in an educational and administrative capacity. Information courses have been held for provincial inspectors and assistant inspectors.

#### **Budget**

The budget of the Ministry of National Education for the 1959-1960 financial year covered the following items. Amounts are expressed in kips, the kip being equivalent to 1/80 of a U.S. dollar.

<sup>1</sup> From the report sent by the Ministry of National Education of Laos.



<i>Ministry Services:</i>	Staff	Equipment
Secretarial . . . . .	1,678,940	1,638,000
Primary education . . . . .	7,050,440	190,000
Secondary and higher education	3,847,620	160,000
Literary committee . . . . .	682,980	403,000
Scholarships and hostels abroad	—	16,000,000
<i>Primary Education:</i>		
Nursery schools . . . . .	1,829,090	500,000
Primary schools . . . . .	148,122,750	4,550,000
Housecraft schools . . . . .	583,680	160,000
<i>Secondary and Higher Education:</i>		
National centre of political, administrative and juridical studies	1,725,200	1,810,200
Medical school . . . . .	826,000	820,000
Lycée . . . . .	3,576,800	8,850,000
Secondary schools and provincial education centres . . . . .	1,730,220	4,216,000
National education centre . . .	1,140,550	5,150,000
Technical divisions . . . . .	1,408,370	1,979,500
Total . . . . .	174,202,640	46,426,700

The total budget for national education is 220,629,340 kips, out of a total State budget of 1,137,301,400 kips (i.e. 19.3% of the total budget); the increase over the 1958-1959 budget is 10% (it totalled 199,941,240 kips out of a total budget of 1,392,724,700 kips, i.e. 14.3% of the total, which was an increase of 1.9% over 1957-1958).

American aid for the period from 1st June, 1959, to 1st June, 1960 was 665,000 dollars. In addition, 17 technicians were placed at the disposal of the Ministry of National Education.

French aid for the period from 1st July, 1959, to 30th June, 1960, was 4,865,217 new francs, representing an increase for staff and equipment of 1,695,217 NF over the corresponding period in 1958-1959.

The Asia Foundation has also given the Ministry of National Education assistance amounting to 45,215 U.S. dollars.

**School Building** New buildings erected from national budget allocations are few in number: three classrooms at the Luang-Prabang provincial education centre and three at the Paksé provincial education centre. The few primary schools which have been built are due, as in previous years, to private initiative.

Instructions have been given at local administrative level (head teachers, village or local chiefs, public works technicians) regarding standards for the siting and construction of school buildings—ground surface, air space, ventilation, lighting, furnishings, water, garden, canteen, playgrounds, etc.

**Private Education** Royal ordinance No. 80 of 18th March, 1960, regulates the opening and running of private educational establishments and boarding schools in the Kingdom and fixes the requirements and guarantees of various kinds which should be demanded of staff in private



schools. It determines the health and safety regulations to be respected by such establishments and also the procedure for the application of disciplinary action.

### QUANTITATIVE DEVELOPMENT

**Number of Pupils** The following statistics show the number of pupils in 1959-1960 as of February, 1960.

	Boys	Girls	Total
Public primary education . . .	69,983	29,319	99,302
Private primary education . . .	4,874	3,162	8,036
Public secondary education:			
General . . . . .	1,861	488	2,544
Technical . . . . .	178	17	
Teacher training . . . . .	310	84	
Public higher education:			
Medicine . . . . .	20	10	30
Centre of political studies . .	79	4	83

In 1959-1960, the total number of pupils was 110,389, whereas the preceding year it was 103,510. The increase was therefore 6,888 pupils, or 6.6%.

The proportion of girls has slightly increased this year (almost 30% of the total, against 28.3% last year).

### ORGANIZATION

#### Provincial Education Centres

From 1st October, 1959, the secondary schools at Luang-Prabang and Paksé were converted into provincial education centres. From 1st October, 1960, the Sanan-nakhet secondary school will also become a provincial centre. The provincial centres are educational units comprising under the same head a primary school, a secondary school, and technical divisions (crafts, commerce, industry, agriculture, etc.). From 1st October, 1960, the first class of the upper secondary stage will be opened at each of these three centres.

#### Vocational Proficiency Certificate

A vocational proficiency certificate has been introduced and is awarded at the end of the course in the technical divisions (general mechanic, car repair mechanic, carpenter, electrician-fitter, bricklayer, typist, secretary-accountant).

#### Primary Education Regulations

Ministerial decree No. 297/ED of 16th May, 1960, lays down regulations for primary education. The decree covers: (a) compulsory schooling, (b) marks, placing and promotion from class to class, (c) the rights and duties of the family, (d) the admission and distribution of pupils, (e) school hygiene, (f) time-tables and the length of the school year, (g) discipline, (h) the staff meeting, (i) the role of the head teacher, whose field of action is now precisely determined, (j) the duties of teachers, in class, in school and in relation to the community.



## CURRICULA, SYLLABUSES AND METHODS

**New School Year** The new regulations for primary education change the distribution of the school year, which will now begin on 1st June and end on 31st March. However, the change-over from the old system to the new will be made gradually. An annual adjustment of 15 days will enable the above dates to be reached in the school year 1963-1964. The school week has five days, the children being free on Saturday and Sunday.

**Syllabus Reform** The primary syllabuses at present in use were drawn up in 1938 by the educational services of the protectorate, though details have been modified by various circulars of the primary education department. The department has been studying since October, 1959, the basic reforms to be made in the content of these syllabuses which are now old. The department is also considering ways of achieving, between the various classes, a continuity which will result in a better adaptation of each subject.

According to the recommendations of the Unesco mission, a primary education expert has been studying for the last two years a new curriculum which would simply replace the old one. Until possibilities of adaptation have been studied, it seems wiser to adopt a compromise solution between syllabuses which have not been revised for more than twenty years and a total overhaul which would have to be implemented too rapidly by ill informed teachers. The 1960 syllabuses contain suitable modifications to the 1938 curriculum, particularly for civics, history and geography, Laotian and French.

Another Unesco expert, after three years work, has submitted to the Ministry a draft curriculum for secondary education. This plan will be studied by the heads of secondary schools and by competent teachers and will then be submitted to the committee responsible and tried out experimentally in the schools.

**New Methods** An audio-visual education department, run by a French expert, has been set up. This department is responsible for: (a) collecting information on Laos for the illustration of textbooks, wall posters, and educational reviews; (b) organizing cinema shows in the schools by means of a cinema van; (c) teaching French by audio-visual methods; (d) training Laotian staff for the audio-visual department.

**New Textbooks** A committee composed of teachers on the staff of the Vientiane lycée is preparing a collection of selected texts suited to Laos for the use of the first two classes in secondary schools. In addition, readers for classes in the upper primary stage will be printed shortly.

## TEACHING STAFF

**Training** At the national education centre, a division has been set up for the training of English-speaking Laotian teachers.



**Further Training**

Further training courses for primary teachers have been reorganized, and are to be regrouped this year on the national level. Seven of the 12 provincial areas will send a total of 240 teachers and 80 basic education instructors to the Vientiane training centre, while the 5 other areas will hold summer courses on the spot.

The educational organization of these courses has been studied and prepared by the primary education department. Class teachers have been placed in groups of 40, each group having in addition one or two Laotian primary teachers and an experienced French teacher. The 20 days' work provided for will include 40 model lessons covering all subjects, various classes with the participation of pupils, and 40 lectures on (a) the school, the class, the distribution of pupils, the choice and use of teaching materials, etc.; (b) regulations (registers, reports, exercise books, time-tables, the role of the head teacher, etc.); (c) syllabuses; (d) the status of the staff. There will also be practical work (gardening, cutting out, gumming, paper and cardboard work, bamboo, raffia, wood and wire work, and the use of elementary apparatus for science lessons).

The lectures and practical work will be supplemented by informal discussion in the evening, cinema shows, and visits and excursions.

**AUXILIARY SERVICES****Basic Education**

Material difficulties delayed the implementation of the basic education programme until April, 1959, when the first group of educators (40 trainees) were recruited among former bonzes and pupils of the school at Pali. The second group (40 trainees) started training on 1st April, 1959. These 80 trainees were distributed in teams among the villages being used for the experiment from January to June, 1960, and in September, 1960, were appointed in the 12 provinces (two teams per province plus a liaison officer having received two years' training at Ubol in Thailand).

The training centre for basic education instructors has been set up at Ban Nathom in the province of Vientiane. A Unesco expert, a specialist in basic education, supervises and controls the running of the centre and the work of teams in the villages.



# LEBANON

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *New Organization at the Ministry* — *Inspection* — *Budget* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Schools and Pupils* — CURRICULA, SYLLABUSES AND METHODS — *Curriculum Reform* — *Examination Reform* — *Art Education* — *Equipment* — AUXILIARY SERVICES — *Physical Education*

### ADMINISTRATION

#### **New Organization at the Ministry**

The administration reform of 1959 which involved all ministries and State departments brought modifications to the organization of the Ministry of National Education and Fine Arts. Decree No. 2869 of 16th December, 1959, reorganized the Ministry of National Education as follows: new departments were created in the central office, namely, the department of elementary education, the department of secondary education, the department of vocational and technical education, the department of teacher training and educational research, and the department of physical education and scouting.

The department of elementary education is in charge of all public elementary and upper elementary schools, inspects private schools of the same level, and supervises the development of curricula. It has two branches, one for public schools and one for private schools. Attached to the department there are seven technical advisers to help elementary and upper elementary teachers to achieve better techniques of teaching.

The department of secondary education has the same responsibilities at the secondary level as the department of elementary education at the elementary level. It also comprises two branches, one for public and one for private schools. Two technicians are attached to this department.

The department of vocational and technical education is responsible for all public vocational and technical schools at all levels. It also controls private institutions of the same type and supervises their courses.

The department of teacher training and educational research controls the elementary, upper elementary and rural teachers' colleges, organizes seminars for in-service teacher training, and undertakes educational research. This department is made up of a division of teacher training and a centre for educational research. The department of teacher training has the task of furnishing teachers' colleges with laboratories, audio-visual materials and films. It organizes in-service teacher training with the cooperation of the department of elementary education. The centre of educational research is responsible for carrying out experimental research in the field of educational psychology and implementing the

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. F. SAWAYA, Delegate of the Lebanese Government.



findings in demonstration schools, contributing to in-service teacher training, organizing selection and vocational guidance, organizing an educational library, publishing educational magazines and bulletins, and studying school textbooks and curricula.

The department of physical education and scouting is responsible for all matters related to physical education, games, scouting and youth movements.

The regional education services represent the different departments of the central administration, provide liaison between the different services and the administration of public and private schools, maintain, furnish and preserve public school buildings. Each regional service has one or more technicians for vocational guidance and professional education for the teaching staff.

#### Inspection

It should be noticed that school inspection is now directly attached to central inspection and is completely independent of the Ministry of Education.

#### Budget

The total budget of the Ministry of National Education and Fine Arts for the year 1960 is 30,839,218 Lebanese pounds, distributed as follows:

Central administration . . . . .	1,506,765
Lebanese University . . . . .	6,690,767
Elementary and upper elementary education . .	21,294,300
Technical education . . . . .	1,569,379
Secondary education . . . . .	2,372,472
Department of teacher education . . . . .	630,735
Department of physical education and scouting .	714,100
General directorate of antiquities . . . . .	1,529,650
National Conservatory of Music . . . . .	366,410
National Library . . . . .	164,640

The budget of the Ministry of National Education and Fine Arts shows a decrease of 155,004 Lebanese pounds compared with that of the preceding year (—0.5%).

This decrease is due to the cutting down of certain funds allocated previously for the equipment of the central administration departments.

The budget of the Ministry of Education represents 13.87% of the total State budget (222,235,000 Lebanese pounds).

#### School Building

The project adopted last year, providing for the construction of 64 new school buildings in rural areas, was largely carried out; the remainder is under construction and should be completed before September, 1960. In addition 97 school buildings received new equipment or were repaired.

The budget of the independent fund for school building was 1,619,000 Lebanese pounds divided as follows: (a) funds allocated by the State, 600,000 pounds, (b) total amount of registration fees for examinations and at public schools, 555,000 pounds, and (c) brought forward, 464,000 pounds.

This budget enabled a decision to be made for the construction of 37 new school buildings next year, particularly in poor areas.



## QUANTITATIVE DEVELOPMENT

**Number of Schools and Pupils**

Here are some figures for the number of schools and pupils in 1959-1960 compared with the previous year.

	Schools		Pupils	
	1958-1959	1959-1960	1958-1959	1959-1960
<i>Public Schools</i>				
Elementary . . .	1,033	1,199	85,492	92,350
Upper elementary and secondary	72	91	8,352	13,572
<i>Private Schools</i>				
Elementary . . .	939	1,078	126,589	134,208
Upper elementary and secondary	145	155	25,625	25,792

The number of pupils in private and public elementary schools has increased by 6.8% and of those in private and public upper elementary and secondary schools by 15.85%. The number of pupils per teacher has fallen from 23 to 21 in public schools, while in private schools it has risen from 27 to 28.

## CURRICULA, SYLLABUSES AND METHODS

**Curriculum Reform**

A project for curriculum reform is under consideration. Great importance will be given to the teaching of experimental science. Practical work will occupy an important place in the new curriculum and it is intended to develop a special course in experimental science at secondary level.

**Examination Reform**

The system of official examinations is to be modified. The principal modifications will deal particularly with the following points: (a) the certificate of primary studies required for admission to public secondary education is to be abolished; (b) questions in examinations will represent all areas of the curriculum; (c) the diploma given after the first four years of secondary education will be required of every candidate sitting for the baccalaureate examinations.

**Art Education**

Both public and private schools have given more attention to the teaching of drawing and music, and have engaged qualified teachers for this work.

**Equipment**

The departments of secondary and of elementary education have provided for the establishment and furnishing of several laboratories for physics, chemistry, and natural science.

## AUXILIARY SERVICES

**Physical Education**

In physical education there has been an increase in the number of hours given to this branch.

To emphasize the importance of physical education and sport, 22 new teachers of physical education, trained at the school for physical education instructors, were appointed in public schools.



Inter-school tournaments and championships aroused increasing public interest. The number of participants from the different regions of the country is steadily increasing.

At the beginning of this academic year 40 women and 30 men gymnastic instructors in public schools participated in the training camp organized by the department of physical education with the aid of a French specialist in rhythmic gymnastics. There is increasing need for the establishment of a school of physical education for young girls.

In the field of scouting numerous training camps were held.



# LIBERIA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Reorganization* — *Budget* — *School Building* —  
QUANTITATIVE DEVELOPMENT — *Number of Pupils and Schools* — ORGANIZA-  
TION — *Structural Changes* — CURRICULA AND SYLLABUSES — *New Primary*  
*Curriculum* — TEACHING STAFF — *Training* — *Salaries* — AUXILIARY  
SERVICES — *Physical Education*

### ADMINISTRATION

#### **Reorganization**

The entire administrative structure of the Department of Public Instruction has been reorganized on a new basis. In November, 1959, the President of Liberia invited the four most senior officials of the Department, together with the Unesco and ICA chiefs of mission, to a conference, and asked that a programme for the improvement and expansion of education be drawn up. The government will make available an amount of five million dollars within the next four years to expand and improve education and health in Liberia, this sum being in addition to the annual budgets of the two Departments concerned. In the reorganization of the Department of Education, a sharp division has been made between the technical programmes of the Department and the scientific and cultural programmes. The former are the responsibility of the Under-Secretary of Public Instruction and the latter of the Under-Secretary of Public Instruction for Unesco. The assistant secretary has been placed in charge of administration and coordination. These three officials are responsible for the running of the Department and report directly to the Secretary of Public Instruction. Formerly, any junior official in the Department took his problems to the Secretary of Public Instruction, who had to concern himself with too many details. Under the new arrangements, only the three highest officials in the Department will report to the Secretary.

Three new posts of assistants to the Under-Secretaries and four new directors' posts were instituted as a result of the reorganization. The latter are: director of non-governmental schools, director of the national museum, director of music and fine arts, and director of science.

#### **Budget**

The total budget for the year 1959-1960 amounted to 2,054,038 dollars, which is the total amount spent by the central, regional and local authorities for education in Liberia. This shows an increase over the 1958-1959 budget of 129,438 dollars (+6.7%).

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. J. P. MITCHELL, Delegate of the Government of Liberia.



**School Building**

The government has decided to build 100 school buildings within the next four years. This is part of the new programme already mentioned. It is hoped that 25 primary schools will be built in the first year. Ten temporary village schools were constructed in the Zorzor District (Western Province) this year. However, since then, 5 permanent buildings have replaced these temporary ones. In addition, a modern teacher training institute has been constructed in the same area.

**QUANTITATIVE DEVELOPMENT****Number of Pupils and Schools**

The number of students enrolled in primary and secondary schools is 60,794, i.e. an increase of 7,412 over the previous year (+13.8%). The number of teachers in 1959-1960 was 1,980 (+22). Because of consolidation, the number of schools has decreased from 637 in 1958-1959 to 635 this year.

**ORGANIZATION****Structural Changes**

The previous system of education consisted of 3 years' pre-primary education, 8 years' primary and 4 years' secondary education. This has now been changed to 3 years' pre-primary, 6 years' primary, 3 years' junior secondary and 3 years' senior secondary education.

**CURRICULA AND SYLLABUSES****New Primary Curricula**

The Department of Public Instruction, in conjunction with specialists from Unesco and the I.C.A., produced a curriculum and guide for elementary education, which were approved by the Secretary of Public Instruction on 25th June, 1959.

**TEACHING STAFF****Training**

The Government of Liberia has decided that in order to train a sufficient number of teachers, elementary school teachers should be given only two years' college training. One such junior college has already been established as part of the new development scheme. It was also hoped that in-service teachers who are not qualified would take advantage of the new junior colleges to become so. Any person who is studying to become a teacher at any institution of learning in the country approved by the Department of Public Instruction is to be granted a scholarship ranging from 300 to 600 dollars.

**Salaries**

It was also proposed to readjust the salary scale for teachers on the basis of training and experience, with an annual increment after three years' probationary service and a retirement pension.



## AUXILIARY SERVICES

**Physical Education**

At the annual seminar of the division of physical education and health this year, Dr. Carl Fisher from the University of Connecticut gave lectures and made suggestions for the improvement of the physical education programme. The government has engaged the services of a physical education specialist to assist in improving physical education. A five-year programme which he submitted includes training in various types of sport and the establishment of an annual programme of sporting events.



# LIBYA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *New Administrative Bodies* — *Inspection* — *Finance* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Pupils and Teachers* — ORGANIZATION — *Compulsory Education* — *Adult Education* — CURRICULA, SYLLABUSES AND METHODS — *Revision* — *Textbooks* — TEACHING STAFF — *Supply* — *Training* — *Conditions of Service* — AUXILIARY SERVICES — *Pupils' Health*

### ADMINISTRATION

**New Administrative Bodies** There are four educational authorities in Libya: the central Ministry and the three departments of education in Tripolitania, Cyrenaica and Fezzan. There is also a higher council of education and provincial executive education committees.

A technical section has been recently established in the Ministry of Education for the preparation and production of school textbooks and instructional material in various subjects for the primary, preparatory and secondary levels.

Another new section in the Ministry of Education is attending to the revision of the curriculum and preparation of textbooks for technical education, i.e. agricultural, commercial and vocational schools.

A third new department of the Ministry deals with cultural affairs in coordination with the activities of the Libyan National Commission for Unesco.

#### Inspection

are to be appointed.

A selected number of rural school inspectors

#### Finance

The Libyan educational budget for 1958-1959 was 2,504,000 Libyan pounds (equivalent to pounds sterling). In 1960 it rose to 3,220,000 pounds, which represents a 32.66% increase. Details are as follows:

Federal government . . . . .	549,000
Provincial authorities:	
Tripolitania . . . . .	1,136,000
Cyrenaica . . . . .	694,000
Fezzan . . . . .	153,000
School building and equipment . . . . .	790,000
Total . . . . .	3,322,000

<sup>1</sup> From the report sent by the Ministry of Education of Libya.



The allocation of this amount is as follows:

General administration . . . . .	195,000
Teachers' salaries . . . . .	1,353,000
Schools . . . . .	890,000
Training . . . . .	213,000
Libyan National University . . . . .	342,000
Mohamed Ali Senussi Institute . . . . .	160,000
Scholarships to foreign countries . . . . .	98,000
Adult education . . . . .	71,000
Total . . . . .	3,322,000

Compared with the Libyan national income the expenditure on education is high; in the next five years it will rise still higher, to reach approximately 5 millions, i.e. about 10% of the present gross domestic product.

**School Building** The phenomenal increase in school enrolment has necessitated a considerable expansion of the school building programme. The total number of new classrooms built for primary and secondary education in 1959-1960 was 223, i.e. 118 in Tripolitania, 76 in Cyrenaica and 29 in Fezzan. Fifty classrooms were rehabilitated in 1959-1960: 20 in Tripolitania and 30 in Cyrenaica.

The average cost of building is about 1,200 pounds for a class of 25 pupils; the average cost of equipment is about 4 pounds per pupil.

#### QUANTITATIVE DEVELOPMENT

##### Number of Pupils and Teachers

The following statistics show the number of pupils and teachers in 1959-1960:

	Schools		Pupils		Teachers			
	Boys	Total	Boys	Total	Libyans Men	Libyans Total	Non-Libyans Men	Non-Libyans Total
Kindergartens . . .		20	1,633	2,637	—	90	—	—
Primary schools . .	373	495	116,785	139,569	3,424	4,157	55	67
Preparatory schools.	52	58	7,087	7,392	293	297	96	96
Secondary schools .	12	15	1,660	1,771	30	35	200	203
Teachers' institutes.	6	8	1,605	1,902	22	26	99	129
Vocational schools .		8		856	45	45	80	80
University. . . . .		1		571		67		
Fundamental education centre . . .		1		100	2	2	8	8

#### ORGANIZATION

**Compulsory Education** The objective of free compulsory primary education for all is laid down in the Libyan Constitution. At the time of independence (December, 1951) fewer than 10% of the adult population had ever been to school. The government, therefore, concentrated on laying the foundation for a proper school system and opening the doors of education to the largest number of children in the shortest possible



time. The pace of expansion may be judged from a comparison of the enrolment figures in 1952-1953 with those for the school year 1958-1959, between which dates the number of pupils has increased from 45,000 (42,000 in primary schools) to 106,000 (approximately 100,000 in primary schools). The number of schools has increased from 234 to 524. Today about 70% of all Libyan children in the primary school age group (6-12) are in school.

#### **Adult Education**

Mindful of the need for adult education, the government has made considerable efforts in the last five years in the field of adult literacy and fundamental education, with the collaboration of Unesco. Evening classes attached to 250 schools have today an adult enrolment of nearly 20,000. In addition, in 1958 a fundamental education centre, which is being raised to the level of a national institution, was inaugurated at Fuehat in Cyrenaica; 20 adult education centres have been established in the remote Saharan oases of the Fezzan province.

### **CURRICULA, SYLLABUSES AND METHODS**

#### **Revision**

The programme of primary studies is prescribed by the Ministry of Education. At present primary schools in rural areas follow exactly the same curriculum as schools in urban areas, but measures are under way to stimulate an interest in agriculture and to encourage a proper appreciation of the advantages of rural life, as this is particularly important in an agricultural country like Libya. Wherever practicable school gardens are being started for the practical study of nature, animals and agriculture. At the same time a system of specialized training is being instituted.

#### **Textbooks**

During 1959-1960, twenty-five new textbooks for various levels in different subjects have been produced under the auspices of the Ministry of Education.

### **TEACHING STAFF**

#### **Supply**

The supply of suitable teachers is the principal factor limiting expansion of the school system at all levels; highest priority is therefore being given to teacher training. The training of teachers for general secondary, technical and vocational schools will be one of the most important functions of the Libyan University, of the existing teacher training institutions, and of the higher institute of technology which is being established in collaboration with the United Nations Special Fund and Unesco.

#### **Training**

Most primary school teachers are Libyans. They are trained in 5 training colleges which they enter immediately after leaving the primary school. There are 2 training colleges in Tripoli (one men's college with branches in three districts and one women's college), two in Benghazi (one for men and one for women), and one newly founded at Sebha, Fezzan, for men.



Initially it was necessary to set admission requirements low, but with the development of educational facilities measures are under consideration to raise the standard, so that prospective teachers would have at least nine years in ordinary schooling before entering a training college. Further, rural teacher training programmes are being separated from those for urban teachers and transferred wherever possible to agricultural schools and vocational training centres in the three provinces. Although the course of study in rural teacher training will follow the general three-year curriculum for all primary school teachers, special emphasis will be given to agricultural and other rural subjects. A programme of in-service training is also being organized.

The recruitment and training of teachers for preparatory and secondary schools and parallel technical and vocational schools is one of the most difficult problems. An increase of 80 secondary school teachers a year will be necessary in view of the extra enrolment of 11,000 pupils anticipated over the next five years. To meet this expansion, Libya will have to rely to some extent on teachers recruited from abroad until the output of the Libyan National University and the higher institute of technology fills the gap.

**Conditions of Service**      Proposals are under consideration for raising the salaries of Libyan teachers, together with other measures for improving the teacher's lot and making the profession more attractive.

#### AUXILIARY SERVICES

**Pupils' Health**      Considerable improvement has taken place in schoolchildren's health since the introduction of the school feeding programme operated by the Ministry of Education in collaboration with Unicef.



# LUXEMBOURG

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

PRIMARY EDUCATION — Finance — School Building — Quantitative Development — Holidays — SECONDARY EDUCATION — Finance — School Building — Quantitative Development — Preparation for Structural Changes — Examinations — Curricula and Syllabuses — Promotion of Pupils — VOCATIONAL EDUCATION — Finance — Quantitative Development — Apprenticeship — HIGHER EDUCATION — Examinations — Social Assistance — TEACHING STAFF — Training

### PRIMARY EDUCATION

#### Finance

Allocations for primary education and teacher training in 1960 totalled 187,231,000 francs which is an increase of 2,371,000 francs over 1959. This increase concerns allocations for teachers' salaries, pupil transport, particularly to regional continuation schools, equipment for these schools, study travel, and participation in in-service training courses.

#### School Building

New instructions have been issued for the erection of school buildings. These instructions replace those in force since 1947.

#### Quantitative Development

In 1959-1960, there were 28,000 pupils in primary schools, as against 26,300 the previous year (+6.4%). The number of teachers rose from 1,100 to 1,116.

#### Holidays

Regulations for holidays have been largely adapted to those in force for secondary schools. Local councils have been authorized to introduce experimentally a third free afternoon on Saturday (in addition to Tuesday and Thursday afternoons). Lessons formerly given on this afternoon must be made up by a readjustment of the timetable. Homework is to be set daily, according to the official instructions.

### SECONDARY EDUCATION

#### Finance

The secondary education budget for 1960 provides 92 million francs as compared with 86 million in 1959. The increase is due to larger allocations for the following items: staff, school scientific equipment, social assistance to pupils, and grants to the international university of comparative science.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. C. LANG, Delegate of the Government of Luxembourg.



**School Building**

Work on the new Luxembourg *athénée* is progressing, and the lycées in Luxembourg and Diekirch are to be enlarged. The construction of a second lycée for girls in Luxembourg has been decided upon in principle.

**Quantitative Development**

The number of teachers has increased by about 10 and now exceeds 300. The number of pupils has risen from 4,443 in 1959 to about 4,600 in 1960 (+3.5%).

**Preparation for Structural Changes**

The preparatory work on educational reform, dealing in particular with greater diversity of courses at secondary level, is nearing completion.

**Examinations**

A change in the examination required for moving up from the third to the fourth secondary year will make it easier for boys to pass from the classical course to the modern.

**Curricula and Syllabuses**

A fairly large number of changes have been made in the syllabuses of almost all subjects, but the basic conception behind the course has not been modified.

**Promotion of Pupils**

Decisions on the promotion of pupils from one class to another, which were hitherto based solely on the results obtained in the third term, will from now on take into account the results obtained over all three terms of the school year.

## VOCATIONAL EDUCATION

**Finance**

The budget for the administration of vocational education has risen from 38 to 42 million francs.

**Quantitative Development**

The number of pupils enrolled in vocational education in 1960 was 3,401, compared with 3,311 the previous year (+2.7%). The following statistics show the distribution of these enrolments among the various groups of trades and professions.

**(1) Trades :**

(a) food trade . . . . .	153	
(b) clothing and hairdressing . . . . .	389	
(c) printing and art trades . . . . .	104	
(d) building . . . . .	499	
(e) metals . . . . .	563	
(f) wood and furniture . . . . .	53	
(g) automobiles . . . . .	210	
(h) work on the land . . . . .	12	1,983

(2) Professions in industry . . . . . 431

(3) Commercial professions and the hotel trade . 736

(4) Technicians . . . . . 251

Total . . . . . 3,401



**Apprenticeship**

A new system has been introduced in apprenticeship for the iron, wood and painting trades under which the first year's apprenticeship in the workshop is replaced by a year's full-time study at the vocational school. This system, which was described in the report on educational developments in 1957-1958, has given excellent results and it is planned to extend it to other trades as far as possible.

**HIGHER EDUCATION****Examinations**

The examination syllabuses for the award of degrees (the doctorate and candidateship in philosophy and arts) have been modified.

**Social Assistance**

"Refundable loans" granted for higher studies will from now on be converted into scholarships for students fulfilling the conditions fixed by the ministerial decree of 4th January, 1960, as regards merit and income.

**TEACHING STAFF****Training**

The budget for 1960 contains for the first time allocations for the institute of education which is to replace the teacher training schools. The first year's entry will start work next academic year. The selection of men and women candidates for the institute will be carried out on the basis of the results obtained at the secondary school leaving examination. Trainees will receive a grant of 30,000 francs a year. The two years spent in training at the institute of education will count as years of service.

A bill laid before parliament, and public administration regulations submitted to the Council of State for its opinion, aim at fixing standardized conditions of training, appointment and remuneration for teaching staff in all vocational education establishments.

The conditions required for the training of commercial science teachers have been modified, and those concerning physical education teachers are also to be revised.



# MALAYA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Central Authorities* — *Local Education Authorities* — *Inspection* — *Finance* — ORGANIZATION — *Primary Schools* — *Secondary Schools* — *Vocational Schools* — *Technical Institutes* — *Technical College* — *Post-Secondary Education* — *University Education* — CURRICULA, SYLLABUSES AND METHODS — *National Language* — *Examinations* — TEACHING STAFF — *Training* — *Status* — AUXILIARY SERVICES — *Scholarships*

### ADMINISTRATION

**Central Authorities** Education is administered under the direction of the Minister and an Assistant Minister. The Ministry of Education consists of administrative and professional education officers and operates local education services through chief education officers in each state. Schools are either assisted or independent; the former distinction between government and non-government schools has now no significance.

**Local Education Authorities** Local education authorities have been set up in each state and also in the Kuala Lumpur local authority area. They are responsible within the framework of federal education policy for the administration of primary and trade school education within their own areas.

**Inspection** An inspectorate of schools, associated with the Ministry but enjoying some freedom of action in its work, was established in 1957. Its function is to raise the standard of teaching in schools and to ensure the proper implementation of the national education policy. The inspectorate reports directly to the Minister of Education of the state of affairs in all schools and gives professional advice to teachers.

Boards of managers for primary schools and of governors for secondary schools are required to be set up by law. These boards are responsible for the proper management of schools in accordance with federal educational legislation and the directions of the Minister.

**Finance** Education is financed mainly from federal revenues but there is provision in the education ordinance for the imposition of education rates by local authorities or by the state authority.

In 1959, the total cost of all education services, including capital expenditure, was approximately 160 million dollars, which is about 20% of ordinary revenue and equivalent to 24 dollars per head of the population.

Costs tend to rise year by year, not only because of the improvement and expansion of services provided but also because the number of children of school age is increasing steeply.

<sup>1</sup> From the report sent by the Ministry of Education of the Federation of Malaya.



The average annual cost per pupil in fully assisted primary schools in 1959 (excluding cost of administration and teacher training) was 109 dollars; in rural trade schools it was about 300 dollars; and in fully assisted secondary schools 297 dollars. The cost to the government was, of course, less in partially assisted schools.

## ORGANIZATION

### Primary Schools

The primary course lasts for six years. Primary education is available in four languages at the parents' choice: Malay, English, Chinese and Indian (Tamil). The number of pupils in primary schools at the beginning of 1960 was 1,138,219 as against an estimated population of children of 6 to 11 years of 1,196,000. The difference is due to the fact that it was not possible to admit all children to school at the age of 6 until 1958. The number of children of primary school age is expected to increase fairly steadily year by year and it is estimated that in 1982 it will be about 2,328,000. Of the 1,138,219 pupils, 87.3% were in fully assisted schools, 7.5% in partially assisted schools, and 5.2% in independent schools. Independent schools cater in the main for children who are over-age for admission or retention in fully assisted schools.

### Secondary Schools

At the beginning of 1960 there were 156,974 pupils in 386 secondary schools; 53.3% of the pupils were in fully assisted schools, 20.8% in partially assisted and 25.9% in independent schools. Approximately 35% of pupils who had completed the primary course in 1959 found places in secondary schools in 1960. The proportion of pupils entering primary schools who can in present conditions expect to find places in secondary schools is however much less than this. It is hoped in the future to stabilize the number of places in secondary schools at about 30% of primary school leavers.

### Vocational Schools

The schools known as *Sekolah2 Lanjutan Kampong* provide a three-year secondary course in Malay leading to the lower certificate of education. This course has a pronounced rural bias and provides elementary instruction in agriculture, horticulture, animal husbandry, handicrafts, domestic science, etc. for pupils who have completed the primary course. By the end of 1960 there will be eight such schools with room for 1,200 pupils. A big expansion of these schools, started in 1958, is planned and it is intended to establish schools for girls as well as for boys.

There are four junior technical schools and it is hoped shortly to establish a fifth. They provide courses for those who have completed the primary school and for those who have completed two years' secondary education, but it is hoped to raise these entrance requirements. The courses are pre-apprenticeship courses lasting three years and pupils who qualify enter the third year of apprenticeship training.

### Technical Institutes

These provide a three-year course to prepare pupils to become either technicians (diploma courses at the technical college) or fully qualified engineers (technical college or the University of Malaya).



**Technical College**

This college is for pupils who have completed a full secondary education. Arrangements have now been made to provide at the college a special one-year preliminary course to facilitate entry for pupils from remote rural areas who may be at a disadvantage in competing for entry on the results of the Federation of Malaya certificate of education or the Cambridge overseas school certificate examination. The college provides a three-year course which qualifies students for employment as technicians. The college will also provide courses in engineering, architecture and surveying. Those students who obtain a higher school certificate may be transferred to the university to take the university degree course in engineering.

**Post-Secondary Education**

Selected pupils in the fifth year of the secondary course sit for the sixth form entrance examination, on the results of which and in conjunction with the Federation of Malaya certificate or overseas school certificate examination results, the better pupils are admitted to sixth forms for a two-year course leading to the higher school certificate examination. Pupils who obtain this certificate can qualify for admission to the University of Malaya and universities abroad.

**University Education**

This is available in the University of Malaya which at present consists of two divisions one in Kuala Lumpur and one in Singapore. In the Kuala Lumpur division there are at present faculties of arts, science, agriculture and engineering. There are faculties of arts, science, law and medicine in Singapore.

The government of the Federation, after consultation with the government of Singapore, has announced its wish to establish, in cooperation with the university authorities, an autonomous, separate, national university for the Federation in Kuala Lumpur, if possible, as from 1962.

## CURRICULA, SYLLABUSES AND METHODS

**National Language**

Nearly half of the pupils in primary schools are in Malay-medium standard or national primary schools. It is the policy of the government to convert other primary schools which were formerly government English schools into Malay-medium national primary schools as appropriately trained teachers become available.

A start has been made in providing secondary education in the Malay-medium by attaching classes for this purpose to existing schools. At the beginning of 1960 there were 135 such classes containing 4,953 pupils. In addition Malay is used as a medium of instruction in the rural vocational schools (*Sekolah2 Lanjutan Kampung*) and in some of the courses in the junior technical schools.

In collaboration with the University of Malaya the government is examining the feasibility of the gradual introduction of the Malay medium into some university courses.

**Examinations**

The main public examinations are: (a) the Malayan secondary schools entrance examination held at the end of the primary course and conducted in the four different media of instruction used in primary schools; (b) the lower certificate of education at the



end of three years in secondary schools; and (c) the Federation of Malaya certificate of education and the overseas school certificate examination at the end of the five-year secondary course.

The lower certificate is being set in Malay as well as in English as from 1960, and the Federation of Malaya certificate as from 1962. In addition the higher school certificate examination is held for pupils who have been admitted to sixth forms and for certain private candidates.

### TEACHING STAFF

#### Training

At present there are three residential teacher training colleges turning out teachers for the lower forms of secondary schools at a rate of approximately 450 per annum. There are three residential training colleges and twelve day training centres which provide primary teachers at the approximate rate of 1,500 per annum, and about 1,000 primary teachers are being trained by correspondence. Plans are now being made to increase the annual output of trained teachers of all types.

Teachers for the upper forms of secondary schools are recruited from university graduates with a diploma in education.

#### Status

Hitherto, teachers have been employed either directly by the government or by the managements of non-government schools. There has been wide variety in salary scales and conditions of service. Now, all teachers are being organized into one professional service on one national salary scale with contributory pension rights and with individual freedom of transfer from one school to another. The details of the national unified scale adjusted to qualifications, with promotion by merit and experience are being negotiated in the National Joint Council for Teachers. There will be provision for existing teachers to opt whether to join the unified scale or not, but all new entrants to the profession are being placed on the new scale. They will be members of the unified teaching service and will not be directly employed by the government.

### AUXILIARY SERVICES

#### Scholarships

The Ministry awards scholarships at primary and secondary level and also federal scholarships for pupils to study in sixth forms of secondary schools with a view to qualifying for university education. Scholarships and bursaries at the University of Malaya and in universities abroad are available. At present there are approximately 250 Malayan scholarship holders studying in universities or other higher educational institutions at home and overseas. Scholarships are also offered by state governments.



# MEXICO

## EDUCATIONAL PROGRESS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Administrative Services* — *Budget* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Schools and Pupils* — CURRICULA, SYLLABUSES AND METHODS — *Teaching of History* — *Civic Education* — *New Bias* — *Textbooks* — TEACHING STAFF — *Training* — AUXILIARY SERVICES — *Social Assistance for Schoolchildren* — *Handicapped Children* — *Physical Education*

### ADMINISTRATION

**Administrative Services** In 1959, three under-secretariats were created to replace the existing one: the general under-secretariat of administrative coordination, the under-secretariat of technical and higher education, and the under-secretariat of cultural affairs.

To improve the efficiency of the Ministry of Education, three coordination offices were set up: one for pre-primary and primary education, one for secondary education and teacher training, and one for audio-visual education.

Mention should be made of the national plan for the improvement and extension of primary education in Mexico, within the framework of the Unesco No. 1 major project. This plan will enable the needs of 7,195,000 pupils to be met by 1970.

In 1959, many civil servants went over to teaching and 4,294 new teachers' posts were established. As a result changes needed to be made in the administrative organization. Instead of a general department for the Federal District and another for the states and territories of the Republic, the new administrative set-up comprises: (a) a general coordinator of pre-primary and primary education; (b) a general department of pre-primary education; (c) four general departments of primary education for the Federal District; (d) two general departments for the primary schools of the states and territories of the Republic.

**Budget** The following statistics show the education budget for 1960 and the increase over the 1959 budget.

	1959	1960	Increase	
Pre-primary and primary education . . . . .	825,887,732	1,130,011,609	304,123,877	+36.82%
Secondary and vocational education . . . . .	100,111,275	114,530,174	14,418,898	+14.4 %
Universities, institutions of technical, professional and cultural education	332,658,832	359,927,269	27,268,436	+ 8.19%
Libraries and museums .	14,255,331	18,454,892	4,199,560	+29.45%
School buildings . . . . .	88,790,720	105,912,592	17,121,872	+19.28%
Other services . . . . .	87,726,576	123,106,649	35,380,073	+40.32%
Total . .	1,449,430,466	1,851,943,185	402,512,719	+27.77%

<sup>1</sup> From the report sent by the Ministry of Education of Mexico.



**School Building**

In order to solve the school building problem, the efforts of the federal government, the governments of the federated states, the communes and individuals have been coordinated in launching a campaign organized by the administrative committee of the federal school building programme. During the first year of the plan, 2,646 rural classrooms and 1,052 town classrooms were built for primary education, excluding repairs and enlargements to existing premises. Among the new buildings should be mentioned those for the national school of education, the school of physical education and the pedagogical museum.

**QUANTITATIVE DEVELOPMENT****Number of Schools  
and Pupils**

The following table shows the number of schools and of pupils in 1959-1960.

	Schools	Pupils
Kindergartens . . . . .	1,040	128,182
Schools for natives . . . . .	196	12,488
Primary schools . . . . .	32,000	4,900,000
Secondary schools . . . . .	845	158,684
Specialized schools . . . . .	229	41,023
Regional technical schools . .	8	5,745
Teacher training schools. . .	108	9,915

The following should also be mentioned: (a) the national institute of Mexican youth and eight youth centres in various parts of the Republic; these organize sports and practical activities, initiate young people into different types of cultural life, and above all guide the civic action of workers, peasants and natives; the number of those benefiting from these educational activities is 80,000; (b) the national polytechnical institute with its pre-vocational, vocational and higher technical schools, attended by 23,732 pupils in all; (c) the federal institute of further training for teachers, which involves 14,281 teachers; (d) the autonomous National University of Mexico, with 58,765 students; (e) the group of university establishments, comprising 89,803 students.

**CURRICULA, SYLLABUSES AND METHODS****Teaching of History**

Basic changes have been made in the teaching of history in the last three years of the primary school and the third year of the secondary school. The history of Mexico in the XXth century and XXth century world history is taught in relation to the pupils' stage of intellectual development. This reform is not restricted to the curriculum and syllabuses, but more effective means have been sought of acquainting the people, both in school and out of school, with their national history, so that they may understand it better and draw inspiration from it. With this end in view, a building attached to the national history museum has been inaugurated bearing the name of "The struggle of the Mexican people for their liberty". In its twelve rooms, there are no historical antiques, but instead the work of Mexican craftsmen and of the plastics industry, oil or distemper paintings, water-colours and lithographs,



reproductions of documents and flags, and the faithful evocation of historical events; in addition there are 70 dioramas and the persuasive voice of the master recorded on magnetic tape recalling national memories and kindling the faith of children and adults in the future of Mexico and of humanity.

#### **Civic Education**

In connection with civic education, oral instruction has been replaced by carefully selected and commented activities designed to encourage action in favour of improving family and social conditions.

#### **New Bias**

The bias of the curricula and syllabuses of pre-primary, primary, secondary and teacher education has been changed. At pre-primary and primary level, stress has been laid on the importance of safeguarding the child's physical and mental make-up at the various ages.

#### **Textbooks**

Great importance is to be given to the measure providing for the free distribution of primary school textbooks and exercise books.

### **TEACHING STAFF**

#### **Training**

The national scheme for the improvement and extension of primary education in Mexico requires a progressive increase in the number of teachers every year until the figure of 67,000 is reached. Consequently, teacher training schools are to be developed by granting subsidies and regional teacher training centres to accommodate 1,500 students are to be set up; two of these centres have been open since 1st September, 1960, in the towns of Guzmán (Jalisco) and Ayala (Guerro). This campaign is sponsored jointly by: (a) the federal institute of further training for teachers, which encourages direct contact between pupil-teachers and serving teachers; (b) the coordination office for audio-visual education, which is responsible for establishing close links between the general department of audio-visual education, the institute of further training for teachers, the teacher training schools and the Latin American institute of educational cinematography; (c) various services which deal with the distribution of reviews, textbooks and works of reference.

### **AUXILIARY SERVICES**

#### **Social Assistance for Schoolchildren**

Various institutions, including the secretariat for health and assistance and the secretariat for public education, are concerned with the school meals service.

#### **Handicapped Children**

Two schools have been opened for handicapped children.

#### **Physical Education**

The general department of physical education has extended its services and the national youth institute has a beneficial influence on 80,000 young people through the establishment of youth centres.



# MONACO

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — Budget — School Building — QUANTITATIVE DEVELOPMENT — Number of Pupils and Teachers — CURRICULA, SYLLABUSES AND METHODS — Curriculum Changes — TEACHING STAFF — Status — AUXILIARY SERVICES — Handicapped Children — Children's Literature — Pupils' Art Activities — Relations with Foreign Countries

### ADMINISTRATION

#### Budget

The total budget for national education in 1960 is 2,377,780 new francs, i.e. an increase of 391,410 new francs over the previous year. The percentage increase is about 20%.

#### School Building

During the 1959-1960 school year various plans have been studied and adopted for enlargements to certain educational establishments in the Principality. These enlargements are to be carried out in time for the school year 1961-1962.

### QUANTITATIVE DEVELOPMENT

#### Number of Pupils and Teachers

At all levels of education existing in Monaco (pre-primary, primary, secondary, commercial and domestic science) the increase in the number of pupils is continuous. This is a general phenomenon due to the increase in the population (new building in Monaco and its surroundings) and to the prolongation of the schooling period.

The increase in numbers has entailed the creation of three new posts at the lycée, in mathematics, natural science and English. Furthermore, a new post has been created for a physical education instructor during the year.

The following statistics show the number of pupils in 1959-1960 as compared with the previous year.

	1958-1959	1959-1960	Difference	
Pre-primary . . . . .	195	216	+ 21	+10 %
Primary . . . . .	1,657	1,719	+ 62	+ 3.6%
Secondary . . . . .	611	663	+ 52	+ 8.5%
Commercial . . . . .	134	107	- 27	-20.1%
Domestic science . .	24	33	+ 9	+37.5%
Total . .	2,621	2,738	+117	+ 4.46%

In 1959-1960 the number of teachers in the lycée was 52 (+5) and the number of teachers in public schools 86 (no change).

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. R. NOVELLA, Delegate of the Government of Monaco.



## CURRICULUM, SYLLABUSES AND METHODS

**Curriculum Changes** The 1959-1960 school year was the occasion of more methodical organization in girls' schools of the classes preparing pupils for the various certificates of vocational proficiency—domestic science, needlework, child care. These classes cover both theoretical instruction (law, legislation, domestic economy) and practical work (tailoring, sewing, cooking, practical work in nurseries). The course takes three school years. There has also been an extension of the courses for the commercial certificate : assistant accountant, office staff, and shorthand typists.

## TEACHING STAFF

**Status** No change has been made in the status or position of Monaco teaching staff. Teachers seconded by the French authorities remain subject to their own regulations.

## AUXILIARY SERVICES

**Handicapped Children** By a decision of the government a special class was set up for retarded boys in Monaco in 1959. This step was taken because many children were wasting their time in lower classes even when their age was much higher.

**Children's Literature** Libraries are continually receiving new books. In addition, the recent opening of the Caroline Library, for young readers, provides an original form of culture and relaxation.

**Pupils' Art Activities** Pupils have taken part in drawing competitions both national and international.

The musical education of children is encouraged by the recently formed young people's music society. Almost 500 young people have joined this movement, which is subsidized and encouraged by the public authorities. Many concerts and lectures have been organized during the 1959-1960 season and have been very regularly attended by large numbers of young people.

**Relations with Foreign Countries** Increasing numbers of pupils correspond with foreign countries and exchange small presents with their friends abroad. As in previous years, trips abroad have been arranged to England, Germany, Switzerland, Italy, etc. during the summer holidays.



# MOROCCO

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Administrative Bodies* — *Technical Bodies* — *Inspection* — *Budget* — *Five-Year Plan* — PRIMARY EDUCATION — *Quantitative Development* — *School Building* — *Teaching Staff* — *Syllabuses* — *Equipment* — *Textbooks* — SECONDARY EDUCATION — *Quantitative Development* — *School Building* — *Teaching Staff* — TECHNICAL EDUCATION — *Quantitative Development* — *School Building* — *Curricula and Syllabuses* — *Teaching Staff* — HIGHER EDUCATION — *Modern Higher Education* — *Islamic Education* — AUXILIARY SERVICES — *Pupils' Health* — *Scholarships* — *Basic Education* — *Popular Education*.

### ADMINISTRATION

**Administrative Bodies** Experience gained during the last few years has shown that administration lies at the base of all national education problems, for only efficient administration is capable of implementing a programme and carrying out a policy. In other words, general administration must be tidied up, the concept of progressive levels of education re-introduced, and services efficiently grouped in order to improve guidance for the children and to avoid unnecessary and expensive overlapping. The semi-autonomous nature of the various divisions makes the administrative system unwieldy and interferes with the efficiency of a branch of administration which should be above all dynamic.

The organization of the central administrative body is inadequate and cannot exist without the introduction of a new provincial administrative system characterized by considerable decentralization and by the participation of the local authorities and of parents in the life of the school.

This over-all reform, which has been worked out by the departments of the Ministry of National Education in collaboration with a United Nations expert, tends to lighten and simplify the administrative machinery. Its aim is also to bring the structure of educational staffing into line with the new requirements of large-scale school attendance.

**Technical Bodies** The university, which hitherto existed only *de facto*, was to receive its charter, which provides for the establishment of an essential piece of machinery, the council of the university. This body, which was set up at the beginning of the current academic year, has already held several sessions. This year also, the university becomes completely independent of the French universities.

The higher council of national education, which had already held two meetings in June, 1959, studied and approved at its last session on

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. A. BENJELLOUN, Delegate of the Government of Morocco.



9th-11th June, 1960, the reform plans proposed by the specialized committees. The Ministry is at present engaged in preparing the legislative texts and regulations which will permit the creation of a uniform Moroccan educational system adapted to the structure of the country and to a young modern nation.

#### **Inspection**

The professional training and educational supervision of young staff have been increased and made more systematic this year. The number of officials responsible for training and guiding staff (regional inspectors, inspectors for Arabic teaching, inspectors for French teaching, assistant inspectors) was 87 in 1959, and has been increased to 104 in 1960. Each inspector now has an area which does not cover more than 200 teachers. In addition to this permanent supervisory work in the classroom, inspectors and assistant inspectors are now obliged to organize weekly lectures on educational subjects, courses in preparation for the certificate of educational proficiency, and model lessons given by young teachers which are afterwards critically examined. Information courses on educational and administrative questions were held for regional inspectors in France in July, 1959, and in the United States in September, 1959.

#### **Budget**

It is encouraging to note that 18.8% of the general State budget is devoted to national education. Allocations for the Ministry of National Education amounted to 27,799,215,000 Moroccan francs for the working budget and 2,492,000,000 for the equipment budget, i.e. a total of 30,291,215,000 Moroccan francs. The increase over last year is 3,911,987,000 francs (+14.8%).

#### **Five-Year Plan**

Means must be found to speed up the universal provision of education in order to eliminate rapidly the illiteracy which prevails among the school-age population. To this end, two sectors have been created—the normal sector, and an elimination sector, which is intended to make up for the inadequacy of the first. At the end of the five-year plan, the normal sector will have enabled 65% of the children between 6 and 14 years old to attend school. The elimination sector, which is a transitional measure, will be abolished as soon as the normal sector is able to take charge of the education of all children aged 6 years (probably by October, 1967). In the meantime, the elimination sector will provide elementary instruction by methods which are still being examined. Whereas the steps to increase the rate of school attendance in the normal sector have already been taken, the provision of schooling in the elimination sector is only possible in relation to the acceptance of the plan.

In order to give syllabuses a Moroccan and Arab character, the Ministry has taken the following steps: (a) a technical institute for «Arabization» has been set up; (b) the Book School at Rabat has been re-equipped and the new print worked out by Professor Lakhdar put into use; (c) teacher training is to be given a more Arab character.

### **PRIMARY EDUCATION**

**Quantitative Development** The census of January, 1960, gives the following picture of school attendance among Moroccan children:



## ORGANIZATION

**Duration of Studies**

The duration of studies in vocational secondary schools and higher pedagogical schools was extended from 4 to 5 years from the 1959-1960 school year onwards.

**Preparatory Vocational Schools**

A two-year preparatory vocational school for elementary school leavers was introduced on 1st September, 1959. These schools admit young people between 14 and 16 who do not enter general or vocational secondary schools directly after the elementary school and do not undertake the study of a trade, or training in work establishments together with study in vocational continuation schools.

The task of the preparatory vocational school is to prepare young people for work and for participation in social and cultural life by giving them proper general education and vocational preparation in a chosen branch of work. The curriculum includes general educational subjects (15 hours weekly in each class); vocational subjects (25-30 hours weekly in each class) i.e. practical activities, drawing, information about production, basic knowledge of materials, technology, the organization of economic life and of work; vocational practice (2-4 weeks annually); sport and singing. Practical activities are organized basically in four fields: (a) metal and electrical trades, (b) construction and woodwork, (c) clothing and textiles, (d) economics and commerce.

In the current year, 127 such schools were organized in urban and rural communities with 194 departments and 6,339 pupils, 4,773 of whom were girls. Schooling is free. Preparatory vocational school leavers may continue their studies in general or vocational secondary schools.

**State Technical Schools**

Work has been done on drawing up the statutes and regulations for studies in State technical schools, which prepare general secondary school leavers for work. These schools may also have departments for workers (evening or correspondence courses). They provide lectures, exercises, workshop and laboratory practice, and practical activities in the school workshops. Moreover, students are required to obtain practice during the vacation. Pupils of these schools, after examination, receive a diploma and the title of technician or economist depending on the speciality taken.

## CURRICULA, SYLLABUSES AND METHODS

**Nursery Schools**

A new programme of activities is being worked out for nursery schools, better adapted to present day needs and coordinated with elementary school curricula.

In addition to the nursery school departments organized by the elementary schools, kindergartens for rural children are being opened. These kindergartens teach parents in the rural communities proper methods of education and are sometimes transformed into regular nursery schools.



**Elementary Schools**

A revised curriculum for elementary schools was introduced on 1st September, 1959. In the new curriculum, educational tasks have been more specifically defined, and the method of using the curriculum and the results to be obtained by the teacher are discussed.

The curriculum sets out firstly the general compulsory subjects, thus ensuring that a store of indispensable knowledge is acquired by all young people, but it also allows for differentiation of details by the teacher depending on local conditions and possibilities, the equipment of the school and the pupils' interests.

In order to adapt teaching more closely to the pupils' development and understanding, excess material was eliminated from the curricula in some subjects. This exclusion should lead to the removal of overburdening and to a better mastery of basic content.

The curriculum recommends, within the limits of the need for systematic teaching, the introduction of suitable material in the field of technology and production, judiciously connected with subjects such as physics, chemistry, biology, geography, drawing and handwork. This recommendation aims at linking the school with life, strengthening its bonds with the community, utilizing the educational value of technology, and cultivating habits of work.

The proposal for independent work by pupils will help to extend their activity, achieve a more thorough assimilation of information, and practical skill in utilizing it. The curricula also include general methodical suggestions. The teacher may select the methods which he recognizes as best in the given conditions. Examples of teaching plans are given for schools with five teachers or less as an aid in the organization of teaching.

**General Secondary Schools**

New syllabuses for English, French, German and Latin were introduced into grades 8 and 9 in general secondary schools in the 1959-1960 school year. New syllabuses for the remaining grades will be introduced successively in the following school years. These new syllabuses stress the simultaneous development of all basic language skills: understanding the language when spoken, speaking it, reading and understanding the written language, and writing it. Grammar should mainly be learned from a practical point of view.

A new chemistry syllabus has been introduced in the 10th and 11th grades of the general secondary school. This emphasizes a stronger tie between organic chemistry and general chemistry, a better use of teaching material, a wider knowledge of the more important practical substances and of the scientific and technological basis of their industrial production, and of the problems of the national economy with which they are connected. The syllabus also contains a list of the principal experiments on which the teaching of chemistry for the 10th grade should be based.

The compulsory teaching of hygiene for one hour per week has been introduced into the second semester of grade 10 and the first semester of grade 11. Aids in conducting this course are: films, slides, tables, exercises, visits to centres and exhibitions connected with teaching. The course on hygiene is given by the school doctor or a teacher with the adequate qualifications.



	Boys	Girls	Total
Public education . . . .	468,837	172,553	641,390
Private education . . . .	28,567	21,061	49,628
Other organizations . . .	12,551	12,765	25,376
Total . . . . .	509,955	206,379	716,394

To this total must be added 5,821 pupils who attend primary classes attached to secondary establishments, making 722,215 pupils in all. The number of children of school age (6 to 14 years) in 1960 was about 1,900,000, so that the rate of school attendance at primary level is 38%.

During the five-year plan (1960-1964), which is now in preparation, efforts to raise this percentage will be continued and increased. Those in charge are not, however, losing sight of the fact that the increase in the rate of school attendance must not be achieved to the detriment of the quality of education. Primary school attendance is governed first and foremost by actual possibilities in relation to: (a) the existence of suitable school premises, (b) the training of qualified staff, (c) the provision of teaching materials adapted to the country's needs.

#### School Building

The position in the field of school building for 1959-1960 is as follows: (1) buildings erected by rural communities: 636 classrooms and 156 lodgings; (2) buildings provided by the central department: 286 classrooms, 56 lodgings and 11 boarding schools; (3) 276 classrooms to be handed over to the Moroccan government in October, 1960, by the French university and cultural mission; (4) about 300 classrooms which will be released for Moroccan children owing to the gradual rehousing of French children in the schools of the French mission.

If to this are added 467 classrooms now available which have been built by the people, primary education had received 1,665 new rooms by the end of the 1959-1960 school year.

Stress should be laid on the great achievements of the community, which has accepted heavy sacrifices in order that the children may enjoy the advantages of education.

#### Teaching Staff

In 1959-1960, six new regional schools for primary teacher training, each with 60 places, have been opened in Ain-Chok, Casablanca, Fez, Oudjda, Tetuan (for men and women) and Agadir. This has increased accommodation from 450 places to 700. Seven hundred pupil teachers entered the regional schools in October, 1959, without examination, as they all held the qualifications required for admission to these establishments.

The campaign to recruit additional staff in foreign countries gave excellent results. More than 500 teachers holding the baccalaureate (first or second part) have been recruited.

Numerous refresher courses have been organized for the various categories of teacher at primary level.

A Unesco expert has been placed at the disposal of the Ministry of National Education for one year to collaborate in matters of teacher training for this level of education.



**Syllabuses**

Educational discussions have been held throughout the year to enable those responsible to work out new syllabuses and teaching methods. These important reforms will come into force in October, 1960. They mark a further step in the adaptation of school syllabuses to the new conditions of education in independent Morocco.

**Equipment**

Large allocations, which showed a considerable increase over previous years, were made this year for improving teaching materials and equipment in the schools. Libraries have been set up for each continuation course and for each regional inspectorate.

**Textbooks**

School textbooks in Arabic now in use in primary schools have mostly been composed since independence. These works have largely been prepared by members of the teaching profession. They make an effective contribution to the further « Arabization » of education along the lines laid down for the modification of syllabuses by the royal reform commission which has been working on this problem since 1957.

Books in French now used in schools are mostly textbooks composed before independence and no longer meet the actual requirements of primary education. A systematic census of textbooks is now in progress and will lead to the establishment of a list of textbooks authorized by the Ministry of National Education. It will also reveal those fields in which the composition of national textbooks is most urgently required.

## SECONDARY EDUCATION

**Quantitative Development** The number of pupils in establishments under the secondary education department this year is 19,733 boys and 9,328 girls, i.e. a total of 29,061 pupils taking courses of general education. Adding the pupils in a few technical and vocational classes attached administratively to the secondary education department, a total of 35,502 pupils is reached.

As regards the distribution of the pupils according to their nationality, the percentage of Moroccans is everywhere increasing (77%). The number of foreign pupils remains stationary on the whole.

**School Building**

The Ministry of National Education provided 199 new classrooms, 11 lodgings and 3 boarding schools for use in October, 1959. To these figures must be added 72 classrooms for the former north zone.

In spite of this, some establishments still suffer from a shortage of space, and many classes have no fixed room, so that they have to move around between lessons in search of an unoccupied place. Other establishments are requesting the provision of boarding accommodation for pupils from the country who at present are often found lodgings with local inhabitants, under most unsuitable conditions.

**Teaching Staff**

Difficulties in finding a supply of teachers increase with the rise in the number of pupils. Although the number of *agréés*, graduates and certificated staff recently recruited roughly compensates for the departure of teachers in this category, it should also be stated that 28% of the teachers at secondary level are qualified as primary



## HIGHER EDUCATION AND FINE ARTS

**Budget**

The State budget has allocated the sum of 176,280,030 escudos for higher education, an increase over last year of 15,875,222 escudos.

**School Building**

The rate of construction in the university towns of Lisbonne and Coimbra has been maintained. New facilities (canteens, athletic fields, meeting places, etc.) for students will be shortly inaugurated in the two above-mentioned university towns.

**Teaching Staff**

The teaching staff of the faculty of medicine of the University of Porto has been increased by the addition of 2 professors, 3 lecturers and 34 assistants.



## RUMANIA

### EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Advisory Body* — Finance — *School Building* — QUANTITATIVE DEVELOPMENT — *Pre-Primary Education* — *General Schools* — *Technical Education* — *Higher Education* — ORGANIZATION — *Compulsory Schooling* — *New Courses* — *Scientific Research* — CURRICULA, SYLLABUSES AND METHODS — *Revision* — *Textbooks* — *Teaching Materials* — *Methods* — TEACHING STAFF — *Training* — *Further Training* — *Conditions of Service* — AUXILIARY SERVICES — *Scholarships* — *Youth Movements*

#### ADMINISTRATION

**Advisory Body** An advisory body, the higher council of university and polytechnical education, was set up at the Ministry of Education and Culture during 1959-1960. The council examines and suggests measures to improve the organization of higher education and methods of instruction, to raise scientific and educational standards, and to strengthen links between higher education and productive work. The council includes professors with valuable teaching and scientific experience, scientists, representatives of the various ministries, and experts in production. It comprises various sections: the organization and content of higher education, practical work in production and pedagogical practice, scientific activities, and methodology.

**Finance** Education is financed from the general State budget, from the budgets of ministries possessing educational establishments, and from the local budgets of the people's councils.

The funds allocated for educational purposes in the 1960 State budget show an increase of 368.4 million lei (+12.1%) over the 1959 budget, which totalled 3,042,700,000 lei.

**School Building** Owing to increased funds allotted for the building of general schools, an intensive drive to build classrooms, workshops, laboratories and gymnasia has been carried on as part of the general State construction plan; over 2,900 classrooms were built in 1959, i.e. 1,400 more than the preceding year.

Laboratories, canteens, a cultural and sports centre for students at Cluj, and opera studios for the Bucharest Conservatoire, were built in various university centres in 1959-1960. A social centre (hostel, canteen, etc.) for 1,000 students is being built in Bucharest. This year, hostels and canteens are also being built for 1,000 students in Cluj and 1,000 students in Jassy.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. S. BALAN, Delegate of the Government of Rumania.



teachers. As a result, many head teachers complain of the lack of specialists in scientific subjects and stress the unfortunate results of this situation at a time when increasing emphasis is being placed on the pupils' scientific and technical training. In some establishments, on the other hand, outside staff have had to be called in (local engineers, chemists, etc.) to give lessons. This year too, private establishments have had to be provided with a markedly higher percentage of teaching staff than in previous years.

The Ministry has decided to hold educational discussions with a view to improving the teaching of the various subjects in secondary schools. So far, three meetings have been held, dealing with the national language, French, and English.

### TECHNICAL EDUCATION

**Quantitative Development** The number of pupils in technical education is rising sharply, owing to the publicity given to this type of education, which was hitherto treated by too many Moroccan families with completely unjustifiable neglect.

In establishments under the technical education department this year there were 17,692 pupils distributed as follows: 11,071 (2,700 girls) in the lower stage and 6,621 (1,888 girls) in the upper stage.

The percentage of Moroccan pupils is increasingly high (70% in the upper stage, and even more in the lower). Numbers of foreign students remain stationary on the whole.

The rise in the number of pupils has naturally entailed a greater need for premises and staff.

Efforts have been made to encourage women's technical education and agricultural education.

**School Building** Increasing numbers have rendered essential the enlargement of buildings, the improvement of their equipment and the completion of work undertaken.

**Curricula and Syllabuses** During the year, work has started on standardizing technical education syllabuses as was done for other types of education two years ago. Consequently, the syllabuses in the so-called rural training schools have been repealed, and the course in practical industrial and agricultural divisions will correspond to that for the first two years of secondary education. At present, therefore, after five years' primary education pupils may take up one of two kinds of education according to their abilities—the short or the long course. Moreover, courses for the technical baccalaureate, for industrial, commercial, agricultural and social divisions, and for the engineering school have been worked out.

**Teaching Staff** The training and recruitment of qualified staff is one of the major problems of the technical education department. Training schools have been set up or expanded, but the recruitment of qualified staff abroad has to be resorted to, especially for the upper stage of the long course. The training of teachers for this stage on the spot is at present impossible as there are insufficient staff for the creation of a technical teachers' training college at higher level.



## HIGHER EDUCATION

**Modern Higher Education**

In the faculty of science 5 new certificates have been introduced (algebra, general chemistry II, mineral chemistry, animal physiology, general biology) making the number of certificates taken at Rabat up to 25.

Parallel to this extension in the teaching of science, a marked increase in the number of Moroccan students should be noted: they rose from 169 to 200, while the total number of students in the faculty remained roughly the same (657 in 1959-1960 against 643 in 1958-1959).

In the faculty of juridical, economic and social sciences, the number of students is 1,732.

The faculty of arts prepares students both for the Moroccan degree and the French degree. The Moroccan degree, which was introduced only in 1957-1958, has been taken up in a remarkable way by Arabic-speaking students. The number of enrolments both for the course and for the examinations is rising steadily, which indicates a brilliant future.

Preparation for the examination for the diploma in classical Arabic has become more important since those holding this diploma have been granted exemption from the preparatory year. The standard of this course since the adoption of the new syllabuses is very much higher than the diploma in Arabic formerly prepared by the old institute of Moroccan higher studies.

The training of staff has been developed by the opening of an engineering school in Rabat, of a medical demonstration school, an institute of political studies, and an institute of social science, and by the introduction of a degree in economics.

**Islamic Education**

Numbers in the various centres of Islamic education this year have risen from 15,320 students in 1958-1959 to 24,436 in 1959-1960. To this must be added pupils in Koranic schools who at present total 72,457.

In Islamic establishments, Arabic language and literature, Mohammedan law and religious knowledge are studied. According to the principle of educational standardization, the University of Karaouiyyine will undergo the following changes: (1) The primary stage will be released from its outmoded framework and transformed into a model school of which the nucleus is to be the new Arab school, which, while taking account of national conditions, will be closely adapted to the requirements of the present day. (2) The secondary stage, as in modern lycées, will comprise a lower course for general education and a course preparing for specialization, with three divisions in which a living foreign language will be studied and the opportunity given to take up a second language. The upper stage will be replaced by the "Ech-Charia" faculty, in which Islamic subjects, the history of religions and comparative law will be studied.

The reform of Islamic studies therefore is based not only on the general standardization principle but also on the principle of giving priority to the study of scientific subjects and foreign languages.



## AUXILIARY SERVICES

**Pupils' Health**

During the year campaigns were held against diseases of the eyes. Means of cooperation between the health staff and the teacher have been laid down. The admirable devotion to duty shown by the primary teachers should be stressed; it is they who provide day-to-day health care themselves. In agreement with the school health services, elements of practical hygiene have been introduced into the new syllabuses to be introduced in October, 1960. Feeding problems have given rise to many different undertakings.

Physical training sessions have been started in the schools with the assistance of instructors from the youth and sports division. Sports schools for pupils have opened on Fridays, under the direction of 450 instructors.

**Scholarships**

During 1959-1960 the Ministry of National Education awarded 20,224 scholarships to a total value of 10,136,000,000 francs.

This year, 1,723 scholarships were awarded in primary education from an allocation of 104 million francs; these scholarships comprised 1,207 grants for boarding fees and 516 maintenance grants.

Allocations for scholarships for student teachers were 150 million francs for 3,912 scholarships (1,375 for residence fees, 2,488 maintenance grants and 89 for semi-boarding expenses).

Loans have been made to 895 Koranic *fquih*s to a total of 12 million francs.

At secondary level, 1,408 scholarships were awarded this year, bringing the total number of scholarships to 6,092, and allocations to 200 million francs. Out of these 6,092 scholarships, 2,115 are boarding school grants.

Technical education received an allocation of 200 million francs for 3,672 scholarships (1,704 for residence fees, 1,803 maintenance grants and 165 for semi-boarding expenses).

There are 3,275 scholarships to a value of 164 million francs available for the three stages (primary, secondary and higher) of Islamic education.

At higher level, the Ministry of National Education awarded for the 1959-1960 academic year 1,296 scholarships to a value of 318 million francs.

**Basic Education**

The basic education service has run 215 educational establishments during the year, 125 of which were for educating young men and 90 for women and girls. It has also held training courses for basic educators of both sexes and launched a large-scale national campaign in favour of adult literacy.

The number of young men aged 16 to 25 years who are enrolled in these educational establishments and who take part regularly in their activities is 10,192, of whom 1,498 attend basic education centres. This year, the centre for basic education staff trained 80 instructors during two three-month courses and held two fifteen-day courses for the further training of 70 instructors.

At the beginning of this school year a large-scale adult literacy campaign was undertaken in all the provinces. The Ministry appealed



to the cooperation of all educators in the country; 760 primary teachers spontaneously answered this appeal and undertook the training of 26,500 adults. The results were excellent both as regards literacy and arithmetic and in the field of civic, moral and religious training.

Four courses each of a month and a half's duration were held for the training of 122 women basic education instructors. The work of the bureau for women's basic education has been considerably extended this year. It is one of the most dynamic elements in the evolution of the family and of society.

#### **Popular Education**

Popular education activities may be divided into three main branches: documentation, studies and publications; staff training; technical divisions.

This year, 31 boxes each containing 50 books (40 in Arabic and 10 in French) served more than 45 centres. In addition, 3 boxes of 100 books each were provided for each of the four main cultural centres of Fez, Casablanca, Tetuan and Rabat.

The training of staff continues as in previous years at the national centre for popular education. During 1959-1960, 13 courses were organized with 343 participants.

The technical divisions have extended their activity in the field of the visual arts, travelling exhibitions, dramatics, music and the cinema.



## NETHERLANDS

### EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Inspection* — *Private Education* — *Finance* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Pupils and Teachers* — ORGANIZATION — *Schools for Social Work* — *University Education* — CURRICULA, SYLLABUSES AND METHODS — *Scientific Research* — TEACHING STAFF — *Shortage* — *Status*

#### ADMINISTRATION

##### **Inspection**

The number of inspectors is being increased for infant education, primary, complementary primary and special primary education, and vocational education for boys and for girls.

##### **Private Education**

On 22nd June, 1959, the Minister of Education, Arts and Science submitted to the second chamber of the States General a note for amending the bill regulating post-primary education. The Minister thought that the bill did not make the fundamental difference between public and private education sufficiently clear. In order to rule out misunderstanding on this point, the Minister thinks it advisable to make modifications to the bill which make it quite clear that private education should have to reach certain standards if it is to be subsidized by the authorities.

##### **Finance**

The amounts placed at the disposal of education last year were again increased. For the financial year 1960 the total budget for the Ministry of Education, Arts and Science amounted to 1,394.6 million guilders; this represents an increase of 16.3% compared with the financial year 1959. The final figures are likely to be higher still.

The total amount which the Ministry has spent on scholarships and study loans in 1959-1960 is 23 million guilders representing an increase of 28% compared with 1958-1959 (18 million).

A new act fixes the contribution towards the cost of municipal and private pre-university and secondary schools on the basis of the complete reimbursement of personnel, material and capital expenditure in accordance with standards based on the expenditure of government schools.

##### **School Building**

On 19th November, 1959, a second note concerning available school capacity for post-primary education was submitted to the second chamber of the States General. It inquired how far the effect of the post-war peak in the birth rate appeared to influence admission facilities in post-primary education in the school year 1959-1960.

It is noted that approximately 2,000 young people could not enter any school for post-primary education. Of those who were admitted

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. A.F. MONNA and Mr. N.Y. VLIETSTRA, Delegates of the Government of the Netherlands.



some could not be placed in the school of their first choice, and a few could not be placed in the type of education originally selected.

The building programme for 1960, brought to the notice of the States General by the Minister of Housing and Building, allocates a total amount of 2,600 million guilders for building, 260 million of which is for schools (10%). Allocations for the school building programme are divided as follows (in millions of guilders):

Infant education . . . . .	11
Primary and complementary primary education . . . . .	33
Advanced primary education . . . . .	18
Special education . . . . .	6
Teachers' training colleges . . . . .	6
Pre-university and secondary education . . . . .	45
Technical and vocational education . . . . .	66
Education for agriculture and fishery . . . . .	8
University education . . . . .	63
Boarding schools and seminaries . . . . .	4

In the period from August, 1958, to July, 1959, 451 new school buildings were completed, with a total of 3,333 classrooms and 103 gymnasiums.

#### QUANTITATIVE DEVELOPMENT

##### Number of Pupils and Teachers

The following statistics show the number of pupils and teachers in 1959-1960 in the different types of education and the percentage increase or decrease compared with the preceding year:

	Date	Pupils	Difference	Teachers	Difference
Pre-primary . . . . .	1. 1.59	372,794	+ 3 %	—	—
Primary and complementary primary . . . . .	16. 1.59	1,518,456	— 1 %	43,806	+ 0.4%
Special . . . . .	1. 1.59	49,565	+ 5.3%	3,495	+ 5.8%
Advanced primary . . . . .	16. 1.59	225,047	+11.3%	7,916	+10 %
Secondary and pre-university . . . . .	15. 9.59	158,519	+11 %	11,658	+ 7.3%
Commercial evening schools . . . . .	15. 9.59	20,040	+ 2.5%	—	—
Technical and vocational . . . . .	15.10.58	412,261	+ 8.5%	—	—
Agricultural and horticultural . . . . .	1. 1.59	26,784	+ 1.6%	—	—
Primary teacher training . . . . .	16.10.59	21,163	+10.6%	—	—
Higher . . . . .	1. 4.59	34,890	+ 8 %	—	—

#### ORGANIZATION

**Schools for Social Work** The commission of inquiry into tuition in schools for social work instituted by a decree of 23rd May, 1958, submitted its report on training for posts in the field of social welfare work on 12th May, 1959. The commission suggests extending the period of training to four years (at present 3 years and 4 months). It also examines qualifications for admission, the minimum basic training, further training in service, specialization, practical work and final examinations. The commission advocates the institution of a national advisory body for training in the field of social welfare work.



## QUANTITATIVE DEVELOPMENT

**Pre-Primary Education** In 1959-1960, there were 6,837 kindergartens attended by 315,998 children, compared with 6,674 pre-primary institutions with 293,257 children during 1958-1959. Numbers have therefore increased by 7.75%.

**General Schools** *Seven-year schools.* In 1959-1960, continued efforts were made to generalize seven-year elementary education. About 2,120,298 children attended classes I-VII. Of the total number of school-children completing the first four elementary classes last year, more than 88% were enrolled in the fifth class.

*Secondary schools.* Generalization of seven-year education has increased the number of children enrolled in secondary schools. Last year, for instance, there were 113,641 pupils in classes VIII-XI and 124,390 (+9%) this year.

*Evening schools (Classes V-XI).* Following the decision of the central committee of the Rumanian workers' party and the Council of Ministers of March, 1959, the network of evening schools and sections for working youth has been greatly developed this year. Seventy-seven of the 101 new evening schools are attached to factories, works and building sites. The number of pupils in evening schools and sections has increased by 11,535 compared with last year.

*Correspondence.* The number of working people enrolled in correspondence education has increased from 30,090 to 34,058. About 73% of the pupils in the VIIIth class of evening schools and correspondence courses in the current school year are employed in production.

*Special schools.* In the 40 schools and kindergartens for children with deficiencies of hearing, speech, sight, etc., over 5,000 pupils are enrolled this year.

*Teacher training schools.* The number of pupils in establishments training elementary and kindergarten teachers has risen from 4,407 during 1958-1959 to 6,764 this year.

This year, 5 three-year institutes have been opened to train teachers for classes V to VII in two subjects. The setting up of such institutes is one of the measures taken for the generalization of seven-year education.

**Technical Education** In 1959-1960, 102,012 pupils attended the 505 vocational schools for apprentices and schools training workers for industry and agriculture, compared with 92,243 pupils during the preceding year. The number of pupils in trade schools has increased by about 83% and in agricultural schools by about 109%.

As the development of Rumanian industry calls for technical staff of an increasingly high standard, the number of technical schools training skilled workers and technicians after completion of the secondary school has risen from 103 with 12,215 pupils in 1958-1959 to 130 with 17,852 pupils in 1959-1960.

Apart from these technical schools, there are 41 art schools (choreography, fine arts, music, etc.) with a total of 12,261 pupils.



There are 84 foremen's technical schools with 7,112 pupils as against 82 with 6,603 pupils the preceding year.

Evening and correspondence courses in technical and foremen's technical schools enrolled 8,788 pupils as against 5,296 in the preceding year.

### **Higher Education**

Following the decision of the central committee of the Rumanian workers' party and the Council of Ministers of the Rumanian People's Republic, of March, 1959, on the development and improvement of evening and correspondence education, 22 evening sections have been organized in the polytechnical and technical institutions of higher education during 1959-1960, in addition to the existing day and correspondence sections. These evening courses have been organized in electro-energetics, electro-mechanics, electrical machines and apparatus, technology of machine building, thermic machines and Diesel engines, mining, installations for building purposes, etc.

As part of the postgraduate scheme to give engineers special training in the organization of production, 11 correspondence schools have been created.

Thirty-three higher educational establishments functioned during 1959-1960.

In 1959, the economy and culture of the country were supplied with more than 11,000 highly trained staff, 8,700 foremen and technicians with medium qualifications and 30,800 skilled workers.

## **ORGANIZATION**

### **Compulsory Schooling**

The completion of the generalization of seven-year education is planned for 1962-1963; eight-year schooling will gradually start so that the duration of general schools will increase from 11 to 12 years. From 1960-1961 onwards textbooks will be provided for all pupils in classes I-VII free of charge.

### **New Courses**

In 1959-1960, vocational schools for domestic science were set up for pupils who have completed the seven-year school. The aim of such schools is to provide both a systematic education and practical knowledge of household work, handicrafts, laundering, ironing, etc., so that pupils may subsequently be able to work in sectors such as the food industry, pastry-making, laundering, etc., or in their own homes.

The network of higher educational institutions and the list of subjects studied have been established with a view to the demand for highly trained staff in industry, agriculture, social and cultural work, the aim being to provide all the graduates from these institutions with posts.

During 1959-1960, new faculties and sections have been set up in higher education following the creation of new industrial branches and the development of science and culture during the last few years. For example, in place of the electro-technics and radio-communication sections, more specialized sections have been set up for the teaching of industrial and automatic electronics, radio-communication and radio technique. Moreover, new sections have been set up for the study of calculating machines and geo-chemistry. Sections have been set up in agronomical institutes to train teachers for agricultural schools.



**University Education**

The Catholic school for higher economic studies at Tilburg has introduced post-doctorate training in the field of social managerial policy.

By a royal decree of 6th August, 1959, the study of Afrikaans language and literature was instituted in the faculty of literature and philosophy.

On 1st February, 1960, a bill was submitted to the second chamber of the States General proposing a temporary increase in the government's contributions to independent universities and higher schools, etc.

The commission for the academic study of fiscal science has published its report. The commission's terms of reference were to design a course of fiscal science which should not take more than five years and should fit into the university system.

The commission on the dissemination of university education set up on 25th July, 1958, and the commission on the dissemination of higher technical education, set up on 1st April, 1958, have presented their joint report to the Minister. In their activities the commissions had the assistance of the commission for statistics, whose prognosis of the supply and demand for university graduates for the years 1955-1980 appeared in July, 1959.

The commissions make the following recommendations in their joint report: (1) the establishment of a new university in the eastern part of the country; (2) the establishment of a third technical university to be opened in 1964 in the vicinity of Noordzeekanaal; (3) the extension of the higher technical school at Eindhoven in 1960-1961 by the introduction of training facilities in theoretical mathematics, physics and chemistry; (4) the extension of the Catholic University of Nijmegen in 1966 by a department for dental studies in the faculty of medicine; (5) the doubling in 1961 of the capacity of the dental department in the State University of Groningen; (6) the creation in 1961, at the government University of Leyden, of an economics faculty and a general course for the bachelor's degree; (7) the creation at the Netherlands Economic University, Rotterdam, of a faculty of law and courses in sociology; (8) the addition at the Catholic higher school of economics at Tilburg of a faculty of law.

### CURRICULA, SYLLABUSES AND METHODS

**Scientific Research**

The commission for the development of scientific research instituted on 2nd December, 1957, submitted its report in November, 1959; the Minister has since presented this report to the States General. The commission carried out an inquiry into the state of the natural sciences in the country and suggested a coherent series of measures which will be needed to enable the universities in particular to meet the demands made by research in physics. The commission arrived at the conclusion that there are serious shortcomings in the universities in the field of the natural sciences and in its report it made a number of suggestions for improving the situation.

### TEACHING STAFF

**Shortage**

On 20th November, 1959, the seventh note on the need for teachers in primary education was presented to the second



chamber of the States General. The note contains a comparison between the number of pupils and teachers on 16th January, 1959, and the numbers estimated in the previous notes on this subject. The note concludes that the shortage of teachers in primary education will soon come to an end. In advanced primary education, however, the situation in the years to come will remain precarious.

On 30th January, 1960, a bill concerning the provision of teachers and vocational teachers in advanced primary education was submitted to the second chamber of the States General. The purpose of the bill is to allow teachers in an advanced primary school who do not hold teaching certificates for French, German, English, mathematics or commercial practice to give tuition in one or more of these subjects provided they hold the certificate of a fully qualified teacher. In exceptional cases it will be possible to appoint vocational teachers who do not possess the required qualifications, but may be considered suitable on other grounds, to give tuition in one of the foreign languages, mathematics or commercial practice. It will also be possible to appoint vocational teachers in schools of advanced primary education at the expense of the government.

In the explanatory memorandum to this bill it is pointed out, among other things, that although the absolute shortage of teachers in the whole sector of primary education will soon decrease, the supply in advanced primary education will still meet with considerable difficulties because in filling vacancies account has to be taken of the qualifications which are required for the various supplementary primary education subjects. The bill was accepted by the second chamber of the States General on 31st May, 1960.

On 15th August, 1959, a commission for meeting the need for teachers in primary technical education was instituted. The commission is to investigate how the expected shortage of such teaching staff can be met.

#### Status

By decree of the Minister of Education, Arts and Science of 30th January, 1960, a commission was set up to advise the Minister on the actual ratio of salaries in infant education and ordinary primary education, with due observance of the requirements of preliminary training, working hours and the importance of the various posts.

On 24th February, 1960, agreement was reached at a meeting with the special commission for organized consultations for pre-university and secondary education, higher technical education and teacher training, concerning the government's proposals for revising the salaries of teachers, principals and directors in the aforesaid branches of education.

The government proposes that the salary scale for teachers be extended by two increments for candidates for a doctorate and holders of a B certificate, as a result of which the maximum salary is reached after 20 years. For those holding a full-time job in one school, the scale will be extended by another increment. On top of this the holders of a doctorate will receive another extra increment. The salaries of principals and directors are to be raised also. In the system of periodical increments some modifications were made; moreover two new salary scales for non-qualified teachers were introduced.



# NEW ZEALAND

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *New Advisory Body* — *Budget* — *School Building* —  
 QUANTITATIVE DEVELOPMENT — *Number of Pupils* — *Number of Teachers* —  
 ORGANIZATION — *Free Textbooks* — *Pre-Primary Education* — *Primary*  
*Education* — *Secondary Education* — *Technical Education* — *Higher Education*  
 — TEACHING STAFF — *In-Service Training*

### ADMINISTRATION

**New Advisory Body** As a result of the national conference on technical education, the New Zealand council for technical education was set up. The council will advise the Minister of Education on matters pertaining to vocational and technical training and will endeavour to foster closer relations between technical education and industry and commerce.

**Budget** The total expenditure on public education during the financial year ended 31st March, 1959, was £36,145,183, the increase being £1,888,132 or 5.5% over the previous year. The school year runs from February to December, and the financial year from April to the March of the following year.

**School Building** Expenditure on school building was £6,868,789. The comparable figure for 1957-1958 was £7,170,861. During 1958, 811 new classrooms were built, which is a decrease of 142 or 15.4% over the total for 1957. Also 64 houses for teachers were built and nine new post-primary schools established.

### QUANTITATIVE DEVELOPMENT

**Number of Pupils** The following table shows the number of pupils in the different types of school. The figures for primary and secondary school pupils in 1957 have been amended.

	1957	1958	Increase	
Kindergartens . . . . .	13,368	13,928	560	4.2%
Primary schools . . . . .	394,197	405,758	11,561	2.9%
Secondary schools . . . . .	95,437	100,123	4,686	4.9%
Higher education . . . . .	11,761	12,881	1,120	9.5%
Teachers' colleges . . . . .	3,218	3,602	384	11.9%

<sup>1</sup> From the report sent by the Department of Education of New Zealand.



**Number of Teachers** In September, 1957, there were 15,431 full-time teachers in State schools, 8,240 of whom were men and 7,191 women (amended figures). In September, 1958, there were 16,286 teachers (8,714 men and 7,572 women). The increase is therefore 855 teachers (474 men and 381 women) or 5.5% (5.8% for men and 5.3% for women).

#### ORGANIZATION

**Free Textbooks** Early in 1958, the Ministry of Education announced that the government had decided to introduce, from the beginning of 1959, a scheme of free textbooks for both primary and secondary schools, including private schools.

**Pre-Primary Education** Although the shortage of trained staff persists, it has improved to the extent that the Ministry of Education found it possible to adopt a policy of controlled expansion. Seventeen new buildings were completed during 1958 so that the total of recognized kindergartens is now 192.

The nursery play centre movement has continued to grow and in 1958 there were 121 recognized centres with 3,816 children on the rolls.

**Primary Education** At the request of the Minister of Education a special report was prepared by inspectors of schools on standards of achievement in English and arithmetic in primary schools. The report showed that the general standard of English is higher than ever before; the standard in arithmetic has changed little over the past few years, but a heightened interest in the teaching of this subject at all stages of the primary school has become noticeable.

A revised sewing syllabus was issued during the year. This subject now begins for girls in class IV (age 11) instead of class I (age 7) and its place in the junior school is taken by creative needlework, a craft for both boys and girls.

A three-year trial of a proposed new syllabus in English was completed at the end of 1957 and in 1958 the revision committee submitted a revised version of the syllabus to the Department for examination. A similar trial of a proposed new social studies syllabus was completed at the end of 1958 and the social studies revision committee is now preparing its report.

In the teaching of science, it was felt that nature study was being stressed to the detriment of the physical sciences. The movement to remedy this has been gradually gathering force and was accelerated this year through the action of a working party on science teaching in the higher classes of primary and lower classes of secondary schools. Furthermore, a handbook for science teachers in these classes has been produced and an inspector of post-primary schools has been appointed to organize a pilot scheme for the coordination of primary and secondary science programmes.

**Secondary Education** The number of candidates for the school certificate examination in 1958 was 19,328, an increase of 123 over the previous



year. There has been a tendency for an increasingly larger number of pupils to sit for examinations in non-academic subjects such as commercial practice, technical drawing and woodwork.

There were 7,361 candidates for the university entrance examination compared with 6,483 in 1957.

#### Technical Education

The national conference on technical education was the first attempt to bring together representatives of all those concerned with technical education and it arose from the conviction that if New Zealand is to keep up with industrial and technical developments abroad, more must be done to train technicians. The conference was attended by representatives of employers, employees, the professions and the schools.

*The technicians' certification act was passed in 1958 and provides for the establishment of an over-all controlling authority to be known as the technicians' certification authority, which will be responsible for setting standards and developing examination regulations. It will delegate responsibility to executive committees, each of which will be concerned with a single occupational group of technicians.*

The number of students registered for the New Zealand certificate in engineering has continued to increase. The figures since the courses commenced in 1955 are as follows: 1955, 40 students; 1956, 206 students; 1957, 660 students; and 1958, 1,120 students.

At the central technical college in Petone, which underwent important changes in 1957, a school of pharmacy was established in 1958. The course will be of two years' duration and will improve the education of pharmacists which had previously depended almost entirely on an apprenticeship scheme and on training overseas.

#### Higher Education

During the year, two new university buildings came into use, one at Auckland and one at Wellington. Other buildings under construction are the University of Canterbury school of engineering and the Otago University dental school. Plans are in preparation for a new science block at the University of Canterbury, a library and arts building and an extension of the administration block at Victoria University, Wellington. Preliminary discussions have been held on additional buildings for the Canterbury agricultural college and the University of Otago.

#### TEACHING STAFF

##### Shortage

*Long-term staffing prospects for primary schools improved in 1958 as a result of an intensified recruitment campaign, changes in teachers' salary scales to give higher rewards for superior academic or technical qualifications, and other measures to overcome the teacher shortage.*

Admissions to the two-year college course for primary teaching increased from 1,334 in 1957 to 1,500 in 1958 and a further 1,500 were selected for entry in 1959. This increased intake is designed not only to eliminate the shortage of primary teachers but also to permit a reduction in the size of classes.



Recruits to the various training courses for secondary school teachers numbered 692 in 1958, which is 137 more (+24.7%) than in the previous year. Awards of post-primary teaching studentships, which enable prospective teachers to study full time at the university for a degree, were increased from 334 in 1957 to 419 in 1958. The post-primary teacher bursaries scheme was reintroduced in 1958. This scheme enables prospective teachers to study full time at the university for a diploma in physical education, home science or fine arts; 29 such bursaries were awarded.

In spite of efforts made, the shortage of secondary school teachers remains particularly serious in mathematics, science, physical education and homecraft.

#### **In-Service Training**

To help with the in-service training of teachers, an adviser on school music, a consultant on the teaching of reading and an inspector to supervise school science were appointed during the year.



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**In-Service Training** To help with the in-service training of teachers, an adviser on school music, a consultant on the teaching of reading and an inspector to supervise school science were appointed during the year.



## TEACHING STAFF

**Recruitment**

In April, 1960, the general department of primary education organized a competition to fill 12,000 vacancies, the majority of which are in recently constructed schools.

New posts have been created (principally for mathematics, chemistry and physics) at secondary and higher level to meet the demands of the new curricula and allow the division of overcrowded classes.

The general department of technical education is studying the appointment of a considerable number of assistant teachers for practical classes.

The act of 11th May, 1959, created 50 new university lectureships, which raises the number of regular posts to 934.

**Training and Further Training**

At the beginning of 1959-1960 primary teacher training schools introduced the new instructions for the teaching of physics and chemistry, natural history, agriculture and physiology.

A ministerial order of 8th January regulates the practical work required of graduates in education wishing to apply for posts as primary inspectors. This practical work must be carried out in national schools, under the direction of the head teacher.

The centre of didactic guidance has organized courses in Madrid to improve the teaching methods of secondary school teachers, grouped by subjects. This centre has also organized two-week excursions for teachers of geography, natural sciences, physics and chemistry. Each group includes some 40 teachers.

In order to facilitate the interchange of points of view and promote coordination between the different types of higher education both technical and scientific, the Ministry of National Education organized during Easter week a seminar for teachers in higher technical schools and colleges of science and collaborators of the higher council of scientific investigation, together with a number of important specialists from several European countries. Participants examined problems regarding the teaching of the basic sciences (mathematics, physics, chemistry, etc.), the organization and administration of business enterprises, practical classes, doctorates of architecture and engineering, and methods of estimating the requirements for scientific and technical personnel.

**Status**

During 1958-1959 a series of measures have granted the primary teacher all the improvements that the country's economy can afford.

The most important of these is the act of the 23rd December which raises the salaries of the new grades of primary teacher and modifies the teachers' register so that 26,112 primary teachers (33% of the total) are upgraded. Altogether this act represents a 27% increase in salaries for 90% of the primary teachers.

The same act introduces five-yearly increments calculated from the 18th July, 1945, and payable from the 1st January 1960; at present, 49,275 (more than 60% of the total) are eligible for increments on one or two five-year periods of service and these increments are added to the salary increases.



The act of December, 1959, provides special bonuses, which may amount to 27% of the annual salary, for teachers in schools in outlying areas.

A decree of 17th December approves the statutes of the primary teachers' welfare society, and makes the regulations on social assistance to teachers and their families more flexible.

A ministerial order of the 29th May, 1959, grants 50 scholarships a year of 12,000 pesetas each and 350 days' leave, 250 on full salary and 100 on reduced salary, for those teachers wishing to advance their education, especially in university education departments, with a view to gaining qualifications which will later permit them to apply for posts as training school teachers or primary inspectors.

University lecturers have traditionally been able to exercise their profession outside their teaching work. This system provides the university with the cooperation of eminent specialists and there is therefore no question of abolishing it. However, in view of the present educational needs of the university, a decree of 16th July, 1959, offers professors the opportunity of lecturing in the university as a full-time occupation giving them at the same time adequate financial compensation. The decree is equally applicable to higher technological staff. As a consequence of this decree, many professors have decided to teach full time.

#### AUXILIARY SERVICES

##### Scholarships

The table given below shows the number of scholarships granted in the year 1958-1959 to pupils at various levels of education, with the relevant amount granted (in pesetas).

	Number	Amount
University . . . . .	2,273	17,764,000
Secondary . . . . .	3,772	18,914,500
Technical . . . . .	928	7,662,000
Vocational . . . . .	1,120	4,830,000
Industrial . . . . .	4,300	18,441,000
Fine arts . . . . .	272	1,789,000
Teacher training . . . . .	557	3,408,000
Total . . . . .	13,222	72,808,500

The school welfare commission has granted 1,089 travel allowances and scholarships to graduates, amounting to 8,978,670 pesetas.

##### Popular Education

The office for cultural extension has carried out basic education campaigns in Valle de Burón, Málaga, Alcalá de Henares, Atienzy and Campo de Gibraltar; another five campaigns are prepared for this year.

There are seven mobile units for service in rural areas by means of sound-projection apparatus.

The commission has awarded prizes for the beautifying of villages, and with this end in view eight provinces have arranged special competitions.



# NORWAY

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Implementation of the New Law* — Budget — School Building — QUANTITATIVE DEVELOPMENT — *Number of Pupils and Teachers* — ORGANIZATION — *Compulsory Education* — *New Courses* — CURRICULA, SYLLABUSES AND METHODS — *Application of the New Law* — TEACHING STAFF — *Shortage* — *Training* — *Status* — AUXILIARY SERVICES — *Handicapped Children*

### ADMINISTRATION

#### Implementation of the New Law

The new law on primary education came into force on 1st July, 1959. The regulations regarding school administration, however, did not come into effect until 1st January, 1960.

A teachers' council will be established for each primary school, consisting of the headmaster and all teachers in full-time posts. Previously only town schools had teachers' councils. The work of the council is limited to one primary or comprehensive school, while the advisory school board mentioned in last year's report includes all the teachers, headmasters and the school inspector for the primary schools of the municipality. The advisory board is distinct from the local school board, which is now the executive board for all schools run by the municipality, not only primary schools.

According to the laws of 11th December, 1959, amendments have been made to the law on vocational training schools for handicrafts and industry and to the law on secondary commercial schools and vocational schools for commerce and clerical work, in order to bring them into line with the law on primary education. From 1st January, 1960, these schools are to be administered by the municipal school board if they are run by the municipality or by the county school board if they are run by the county. In order to assist the municipal school board in administering vocational schools, the school board may elect separate committees consisting mainly of representatives of the different trades (both employers and employees).

#### Budget

The national budget previously ran from 1st July to 30th June. By decision of parliament, as from 1st January, 1961, the financial year will follow the calendar year. This has made an extra budget necessary for the period from 1st July to 31st December, 1960.

Below are given the State grants for the various categories of schools, in millions of kroner. The allocation for vocational schools includes a special grant of 2 million kroner under the scheme for the prevention of unemployment.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. T. SIREVAG, Delegate of the Government of Norway.



	1959-1960	1.7. -31.12.1960
Primary schools . . . . .	189.9	124.5
Continuation schools . . . .	32.1	
Special schools . . . . .	25.2	13
Folk high schools. . . . .	9	4.9
Secondary general schools .	49.6	28
Teachers' training colleges .	20.4	10.7
Vocational schools . . . . .	42.1	29.1
Total . . . . .	368.3	210.2

For the period 1st July to 31st December, 1960, 6.4 million kroner have been granted for scholarships and social welfare among pupils in schools for further education, students at the universities and other institutions of higher education. This amount is less than half the amount granted for 1959-1960. Most of the scholarships, however, are distributed during January and February, and it is expected that the total amount will exceed the amount allotted for the previous school year when the budget for 1961 is passed.

The total amount spent by the Ministry for the second half of 1960 is therefore 212 million kroner. The corresponding grant for the financial year 1959-1960 was 380.4 million kroner. Although no direct comparison can be made between the two figures, it is considered that more will be spent on educational purposes in 1960-1961 than in 1959-1960.

**School Building** The erection of new school buildings is still subject to certain restrictions. Building licences for schools are issued by the county authorities, which also allocate the quotas for other building projects.

In 1959 the authorities granted licences to built primary, continuation and comprehensive schools to cover 165,000 m<sup>2</sup> of floor space, while the equivalent figure in 1958 was 209,000 m<sup>2</sup>.

Vocational schools received 10 new buildings during 1959-1960, and 9 are under construction. During this period several new secondary schools were also opened.

The new teachers' training college at Kristiansand was completed in the spring of 1960. The total expenses were approximately 7.7 million kroner. At two other teachers' training colleges, buildings for gymnasiums and workshops are under construction at a total cost of approximately 5 million kroner.

A new school for women's handicrafts was completed and another school is under construction.

Three new schools for mentally deficient pupils were opened, with facilities for 160 pupils.

The new law on primary education will necessitate extensive school building. In nearly all municipalities it will be necessary to build rooms for gymnastics, home economics, etc. The applications received by the *Norges Kommunalbank* (State bank established to grant municipalities loans for public works) show that the municipalities need about 50 million kroner to build new primary and continuation schools. But the total demand is far greater, as many municipalities are granted loans from local banks and funds.



**Coordination**

The ministerial order of 18th October, 1959, creates a liaison and coordination office between primary teaching and *laboral* teaching.

In the Spanish system, primary teaching can extend even up to the age of 15 years, while secondary studies (general or vocational) can be started at the age of 10. In consequence, there exists a period—from 10 to 15 years of age—during which the child may take either primary or secondary studies. It is therefore important to coordinate these two levels of teaching.

A decree of 23rd August, 1957, has already provided for the coordination of primary level pre-vocational training with the period of pre-training in vocational education. However, this coordination concerns only industrial training; it still has to be extended to agriculture, administration and trades.

Efforts are also continuing to coordinate technical studies with other branches of teaching. In this connection a very flexible system of accrediting has been established, permitting those students who have acquired a solid scientific basis in the colleges of science to complete their technical training at higher technical schools (architecture and engineering). With the same intention, the colleges of science and higher technical schools are open to students from general secondary schools, secondary technical schools and *laboral* schools.

**New Courses**

During 1959-1960 numerous agricultural centres have been opened in order to promote modern methods of agriculture amongst young farmers. There are already 56 of these.

Six new centres of technical teaching (higher and secondary) will be opened during the forthcoming school year and will specialize in techniques related to the particular production of the geographical regions in which they are located. These centres are: at higher level, one for mining engineers at Oviedo (capital of one of the most important mining regions in Spain), the school of agricultural engineers at Valencia (centre of the large agricultural regions of the Mediterranean coast) and a school of architecture at Seville; at secondary level, a school for industrial technicians at Vitoria, a school for agricultural technicians at Valencia and a school for master builders at Seville.

Two new conservatories (elementary level) have been inaugurated this year.

A ministerial order of 27th October, 1959, set up a sub-section of Italian philology in the department of modern philology at the faculty of philosophy and arts of Madrid University.

**Vocational Education  
for Women**

The problem of vocational education for women is at present receiving special attention. A general plan is under consideration to ensure the vocational training of women, both in the professions to which they have traditionally had access (agriculture, administration), and in others (textile, chemistry, drawing, electricity), which have interesting prospects for specialized women workers.

The two women's centres of vocational training in Madrid are at present under reorganization, in order to answer to this new conception.



Women's sections have been established at the *laboral* centres of Algemesí (Valencia), Jumilla (agriculture) and Vélez-Rubio (agriculture). The *laboral* school will have in the near future a branch section for horticulture and flower cultivation specially for girls.

### CURRICULA, SYLLABUSES AND METHODS

#### New Curricula

The technical schools have continued to introduce the new curricula instituted by the law of 1957. The following are the main principles: acquisition of the scientific bases of technology, greater specialization in the study of each subject, practical work in workshops or laboratories, and the study of production problems.

A ministerial order of 7th May, 1960, introduces the teaching of singing in all official secondary schools, in order to encourage the diffusion of musical culture.

#### Teaching Methods

The office for cultural extension continued during 1958-1959 its efforts to promote the utilization of audio-visual methods in private and official education. The film library has distributed 51,819 copies of films to 2,553 teaching centres. The music library has distributed 5,427 recorded tapes to 846 centres and 2,521 records to 791 centres; it has also started work on a series of English and French records for the teaching of languages.

The office for cultural extension has inaugurated this year a transparencies section which has already distributed 3,322 series of slides. Another innovation is the radio programme known as «Radio Reválida», whose purpose is to help secondary school pupils in junior high school work; this programme is transmitted by 42 radio stations.

The office organized at the beginning of this year a course in audio-visual teaching techniques lasting two months and attended by 30 Spanish and 6 Latin American teachers.

At secondary level the instructions issued to official schools in 1957 upon an experimental basis have been confirmed. These instructions deal principally with the educational role of the staff meeting, of parents' associations, and of former pupils' associations, but also cover religious, social, cultural and artistic activities.

#### One-Teacher Schools

The general department of primary education has prepared a national competition for the best distribution of time and work in one-teacher primary schools, the type of school which predominates in Spanish rural areas. Sixteen prizes have been awarded, 8 for boys' schools and 8 for girls' schools.

Using the experience gained in this field, Spain has organized, in the spirit of the Unesco Major Project (the extension of primary education in Latin America), an international course devoted to the study of problems in one-teacher schools. For 4 months (January to April 1960) a group of 10 Latin American teachers was in Spain to study problems presented by these schools, which in Latin America also make up an important percentage of the total number of primary schools.



## QUANTITATIVE DEVELOPMENT

### Number of Pupils and Teachers

The number of permanent full-time teachers and of pupils in the different types of school in 1959-1960, and the increase over the previous year are as follows:

	Teachers			Pupils		
	1959-60	Increase	%	1959-60	Increase	%
Primary schools . . . . .	17,850	350	2	443,200	2,800	0.6
Continuation schools . . . . .	3,800	150	4.1	44,000	7,400	20.2
General secondary schools . . . . .	410	19	4.9	83,500	12,400	17.4
Folk high schools . . . . .	555	44	8.6	5,050	300	6.3
Teachers' training colleges . . . . .				3,930	510	14.9
Vocational schools . . . . .	326	18	5.8	24,000		
Special schools . . . . .				2,153	160	8

### Compulsory Education

The new law on primary education gives the municipalities the right to introduce 9 years' compulsory education. The municipalities may also introduce a voluntary 10th school year in connection with the compulsory comprehensive school. These decisions must be approved by the Ministry.

### New Courses

Two new schools for technical assistants and one for training foremen have been opened.

## CURRICULA, SYLLABUSES AND METHODS

### Application of the New Law

During the school year 1959-1960 the State council for experiments in schools published a plan for curricula, syllabuses and methods to be introduced in the comprehensive school. The curricula have been drawn up in cooperation with specialists in the different subjects, as a suggestion for the work in schools which are under the supervision of the council. They are intended to be of assistance both to the schools and to the authors of textbooks. For some subjects the plans cover both the elementary school and the comprehensive school, in other subjects only the comprehensive school.

According to the law on primary education the following subjects are now compulsory in the primary school: Norwegian, arithmetic, religion, writing, drawing, environment, history, social science, geography, natural science (including health and sex education), home economics, singing and music, handicrafts and physical training.

A special committee has been formed to study the curricula for apprenticeship and vocational schools, in order to bring them into line with the comprehensive school.

A committee has also been established to study a revision of education for technicians.

## TEACHING STAFF

### Shortage

Owing to the increasing number of pupils in general secondary schools there is a shortage of teachers for this level. The Ministry has therefore encouraged the municipalities to distribute teachers with university training as well as possible among secondary



schools. University educated teachers who for various reasons (i.e. marriage) have left teaching are encouraged to take up in full or part-time posts again.

**Training**

A special committee has submitted to the Ministry a new plan to give teachers in vocational schools more pedagogical training. The Ministry intends to put the plan into effect in the summer of 1960 on an experimental basis. In vocational schools teachers must be fully qualified craftsmen with a least five years' practical experience. In order to give them more pedagogical training, the Ministry will introduce a one-year educational scheme. The teacher will attend a five weeks' course the first summer and will then take a correspondence course during the next school year, combined with week-end courses and inspection by the course leader. The training will be concluded by another five-week course the following summer.

**Status**

There has been no change in teachers' salaries during 1959-1960. The present agreement expires on 1st June, 1960, and negotiations are pending.

Previously primary school teachers were paid during illness from special funds financed by the municipality, county, State and the teachers themselves. Under the new law on primary education the teachers may now during illness be granted payment according to the same regulations as those for civil servants.

**AUXILIARY SERVICES****Handicapped Children**

Under the new law on primary education the municipal school board must provide special instruction for pupils who are slow learners. If the school is large enough, special classes may be established. Special instruction may also be given to pupils who go through the ordinary curriculum in some subjects, but need individual attention in others.

The Ministry is preparing a special curriculum for this kind of instruction.



# PAKISTAN

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Commission on National Education* — *Central Ministry of Education* — *Administrative Services* — *Inspection* — *Budget* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Schools and Pupils* — *Number of Teachers* — ORGANIZATION — *Secondary Education* — CURRICULA SYLLABUSES AND METHODS — *Recommendations* — TEACHING STAFF — *Training* — *Status* — AUXILIARY SERVICES — *Scholarships* — *Pupils' Health* — *Handicapped Children* — *Youth Movements*

### ADMINISTRATION

#### **Commission on National Education**

In 1959-1960 the report prepared by the commission on national education was published. The commission made a comprehensive review of the educational situation with a view to determining the measures required to develop an integrated system of education for the country as a whole.

The report represents the first serious attempt made by Pakistan since its existence as a nation (1947) to formulate policies of national education based on scientific and realistic considerations.

#### **Central Ministry of Education**

The Ministry was responsible for the preparation and publication of the report of the commission on national education, of which its secretary served as chairman.

Apart from maintaining the University of Karachi, the Ministry continued to award grants to the universities of Pakistan, to non-government colleges, learned societies, scientific bodies, and cultural organizations. It also gave its support to the promotion of recreational and sporting activities.

Appreciating the need for reliable data in the formulation of a policy for the nation's schools, the Ministry of Education, with the aid of Unesco experts, is pursuing its programme for the development of bureaux of educational information. To this end, a five-year plan of development from 1960 to 1965 has been prepared, providing for the expansion of the bureaux, principally in the field of publications and statistics, calling for an additional expenditure of one million rupees over the five year period.

#### **Administrative Services**

In the year under review there were no major changes in administrative organization, but the Ministry of Education

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. S. G. KHALIQ, Delegate of the Government of Pakistan.



will undertake the reorganization of the educational services in the light of the recommendations of the commission on national education.

The union councils and district councils have been encouraged to take a more active participation in the administration of education, particularly at primary level.

**Inspection** The inspection officers constitute the principal means of contact between the administrative authority and the schools. As the inspectorial services of both primary and secondary schools functioned satisfactorily in the past year no need for change or the reorganization of this branch seems indicated.

**Budget** The most recent reports received with respect to the education budget of the central and provincial governments for the years 1958-1959 and 1959-1960 are as follows (in rupees):

	1958-1959	1959-1960
Recurring expenditure. . . . .	181,829,000	189,729,000
Non-recurring expenditure. . . . .	71,765,000	68,983,000
Total budget . . . . .	253,594,000	258,710,000

The total budget for 1959-1960 exceeded that for 1958-1959 by 5,116,000 rupees (+2%). Recurring costs cover the administration and operation of schools, while non-recurring items cover new construction of all kinds, equipment, and payment of interest on bonds and loans.

Recurring expenditure shows an increase of 7,898,000 rupees (approximately 4%), while non-recurring accounts show a reduction of 2,782,000 (—4%). This decrease reflects the inability of many school areas to raise funds for construction purposes, despite the growing need.

**School Building** The reports submitted by various school regions show that the school building programme presented the following problems: (1) an acute shortage of building funds in relation to the needs of a rapidly expanding school programme; (2) difficulties in procuring construction material; and (3) shortage of skilled labour in most areas.

Despite the problems, the provincial governments report an appreciable volume of construction. For example, in the Quetta region, additional classrooms were built during the past year in 20 middle and high schools, while 25 primary and middle school buildings were constructed on a self-help basis by villagers in the rural part of the region. The divisional development boards sanctioned funds for the construction of 23 classrooms in the Quetta area.

In the Hyderabad region the provincial government was unable, for financial reasons, to keep up with the need for additional classrooms and buildings. The construction of secondary schools decreased by 54% and in the primary school field there was no construction in 1958-1959. In comparison with previous years, the over-all picture for 1958-1959 does disclose some increase, however deficient in relation to the total need.



## QUANTITATIVE DEVELOPMENT

**Number of Schools and Pupils**

The differences between the school years 1957-1958 and 1958-1959 for the various levels of education are presented in the following table <sup>1</sup>. Statistics for pre-primary education are not available, but indications point to the conclusion that in urban areas nursery and kindergarten schools have increased in number this year. This type of school is largely a matter of private enterprise for profit, but some nurseries and kindergartens are conducted as philanthropic or welfare projects.

		Schools		Pupils	
		1958-1959	Difference	1958-1959	Difference
Primary schools:	total	44,222	+ 713	4,469,490	+ 242,659
	boys	39,018	+ 559	4,048,499	+ 214,066
	girls	5,204	+ 154	420,991	+ 28,593
Secondary schools:	total	6,030	+ 183	1,345,549	+ 19,986
	boys	5,296	+ 141	1,162,947	+ 16,479
	girls	734	+ 42	182,602	+ 3,507
Teacher training schools:	total	84	—	8,045	— 36
	boys			6,540	
	girls			1,550	
Special vocational schools: *					
	total	359	+ 3	22,548	+ 1,486
Other schools: **		2,324	—1,214	243,953	— 17,545
Arts and science colleges:	total	186	+ 12	103,361	+ 5,817
	men			92,659	+ 4,322
	women			10,702	+ 1,495
Teacher training and physical training colleges:	total	13	—	1,601	+ 128
	men			1,073	+ 96
	women			528	+ 32
Other professional colleges: ***					
	total	44	+ 5	14,843	— 1,873
	men			13,506	— 2,093
	women			1,337	+ 220
Universities:	total	6	—	7,843	— 56
	men			6,907	
	women			936	

\* Includes agricultural schools, commercial schools, engineering schools, industrial and technical schools, medical schools, special schools and adult schools.

\*\* Includes Mosque schools, Hindu religious schools, and Arab Madrassahs, all of which impart elementary instruction.

\*\*\* Includes medical, law, engineering, agriculture, commerce and animal husbandry colleges.

The number of primary schools increased by 1.6% while the number of primary school pupils showed an increase of 5.7%. It is worthy of note that the schools for girls reported an increase of 7% in enrolment figures. Enrolments in secondary schools increased by 1.5%.

<sup>1</sup> The differences shown in the table have been calculated on the basis of more recent statistics for 1957-1958 than those given in the International Yearbook of Education for 1959.



The institutions of higher learning reported gains in student enrolment, except for the colleges of engineering in which the enrolments dropped in number by 324 as compared with the previous year's figures.

**Number of Teachers** The following table shows the number of teachers in primary and secondary schools in 1957-1958 and 1958-1959.

		1957-1958	1958-1959		Total	Difference %
		Total	Trained	Untrained		
Primary schools:	total	117,014	86,565	34,864	121,429	+ 3.8
	male	107,984	80,147	32,147	112,294	+ 3.9
	female	9,030	6,418	2,717	9,135	+ 1
Secondary schools:	total	52,872	28,646	24,957	53,603	+ 1.4
	male	47,073	23,489	22,664	46,153	- 1.9
	female	5,799	5,157	2,293	7,450	+28.4

In primary schools in 1957-1958 the number of pupils per teacher on an average was 36.2; in 1958-1959 the figure was 36.8. On the average, the pupil-teacher ratio for secondary schools was practically the same in the two school years, i.e. 25 pupils per teacher.

### ORGANIZATION

**Secondary Education** It should be pointed out that the commission on national education in its recommendations on effecting integration of education nationally at all levels suggests that the intermediate stage of the college programme should be classified as the higher secondary school stage, so that its control and administration would then devolve on the secondary education board.

### CURRICULA, SYLLABUSES AND METHODS

**Recommendations** There has been no major change in respect of curricula, syllabuses and methods. However, the recommendations of the commission on national education are reported to be under examination by the provincial governments.

Increased emphasis is being given generally to the teaching of science and geography in secondary schools, and the concentration of efforts on the teaching of arithmetic in the primary grades. New methods considered more effective have been given attention. The trend towards interest in learning and the application of modern progressive teaching techniques continues as in previous years.

### TEACHING STAFF

**Training** Adult education centres under auspices of the village aid administration are being established in various regions over the nation. In this connection the village aid administration has started courses for the training of teachers in adult education. In the Quetta region 25 teachers have been trained in 1959-1960 for this specialized field of education.



**Status**

The social status and the economic situation of school teachers remains, as in previous years, rather unsatisfactory. It is reported by some school authorities, however, that the recommendations of the commission on national education on the increase of teachers' salaries and the improvement of their social status are being studied. The government of West Pakistan reports it is enforcing the rules and regulations benefiting teachers in respect of leave, pensions and travel allowances.

**AUXILIARY SERVICES****Scholarships**

As in previous years, the Ministry has offered scholarships for advanced studies overseas, and also to the children of low paid government servants and to pupils belonging to minority groups.

**Pupils' Health**

Increases in the number of schools and pupils, coupled with an acute shortage of qualified doctors and nurses, has meant that the school health services have of necessity been curtailed. Medical examinations of pupils and students have not been possible on a scale adequate to meet the need. In general, physical education, sports and recreation form an integral part of regular schooling. Compared with previous years, the school lunch programme has made no appreciable progress.

**Handicapped Children**

Facilities for the instruction of handicapped children appear to have made no appreciable increase or improvement. There are seven schools in Pakistan for deaf and blind children.

**Youth Movements**

A definite movement towards the prevention of juvenile delinquency is indicated by the provision of training courses for scout masters. More than 200 scouts and scout masters in one region alone have received preliminary and advanced training. This type of activity appears to be receiving the attention it merits as an auxiliary extra-curricular service.



# PANAMA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *New Departments* — *Inspection* — *Finance* — *School Building* — PRIMARY EDUCATION — *Quantitative Development* — *Basic Education* — SECONDARY EDUCATION — *Quantitative Development* — VOCATIONAL EDUCATION — *Preparation for Reform* — *Guidance Services* — *Agricultural Education* — TEACHING STAFF — *Further Training* — *Salaries*

### ADMINISTRATION

**New Departments** The department of national culture was set up on 1st October, 1959. The need for this department had become urgent in order to remedy the poor conditions in which a large part of the population, especially in rural areas, is living. The national culture campaign aims at improving living conditions by developing a sense of responsibility, so that the people will become conscious of their rights and duties and aspire to a more dignified life.

**Inspection** The number of inspection areas has increased as a result of the conversion of provincial inspectorates into district inspectorates. They have now increased from 9 to 44 and the number of inspectors from 53 to 88.

**Finance** The national education budget for 1960 was 13,213,000 balboas, i.e. 236,000 more than the previous year (+1.8%).

**School Building** In 1959-1960, 35 school buildings costing 1,264,698 balboas were constructed and 25 were repaired at a cost of 75,559 balboas. The number of classrooms has increased by 138; this figure is insufficient for requirements but is encouraging if the country's limited means are considered.

### PRIMARY EDUCATION

**Quantitative Development** There has been a marked increase in the school population, which has entailed an increase in the number of classes and teachers; 77 new primary schools have been opened and the teaching staff has been increased by 330. The total number of schools is 1,156 and of teachers 4,931, including head teachers and assistant heads.

**Basic Education** Efforts have been made to organize and extend the basic education programme. The newly created department of national culture has taken over the direction of this work and has entrusted its execution to primary school teachers.

<sup>1</sup> From the report sent by the Ministry of Education of Panama.



## SECONDARY EDUCATION

**Quantitative Development** Senior secondary stages have been added this year to the secondary schools at Chorrera, Penonomé, Aguadulce, Las Tablas and Antón, in order to make each of them a complete secondary education establishment. In the towns of Remedios and Las Lajas (province of Chiriqui) lower secondary stages with an agricultural bias have been opened.

Forty new secondary school teachers have been appointed. The number of pupils in secondary education in 1959-1960 increased to 22,465, of whom 15,608 were in the lower stage.

## VOCATIONAL EDUCATION

**Preparation for Reform** A plan has been prepared for the reform of organic law No. 47 on education (1946) with a view to including a chapter dealing exclusively with the organization, administration and inspection of vocational education. In addition, a national plan for vocational education is being worked out to provide a supplement to and regulations for the legal provisions.

Various conferences have taken place on the improvement of vocational education in Panama. Among these should be mentioned those attended by members of industrial trade unions, the chamber of commerce, and the employers' organization, with a view to setting up a national council of vocational education to be responsible for improving this type of education in harmony with the country's requirements.

**Guidance Services** Educational and vocational guidance services were set up in January, 1959. Experience having shown their importance, it is intended to include educational and vocational guidance in secondary and vocational school courses and to train specialized staff for this work.

**Agricultural Education** It is hoped to organize shortly a course in the maintenance and repair of agricultural machinery, in the interests of the great number of farmers and firms having invested a large amount of capital in machinery and requiring specialists for its upkeep.

Studies have been made to determine the best position to build an agricultural school in the native area of the province of Chiriqui. This is part of the Ministry's general plan to set up four vocational training centres for the natives in various areas of the Republic in order to raise the standard of living in these communities and to develop them both intellectually and economically.

Plans have been drawn up for the spread of the poultry raising industry among adults by means of travelling instructors.

## TEACHING STAFF

**Further Training** During the year, the first seminar on teacher training in central America was held in the town of David, the capital of the province of Chiriqui, where the discussion led to the passing of



important recommendations to the cultural and executive board of ODECA. These recommendations aim at a thorough overhaul of teacher training.

In February, a secondary school seminar was held, at which problems of art education in the Republic were discussed. There is so far no official provision for this type of education.

A seminar for the head teachers of secondary schools has also been organized, at which the most important problems concerning the administration of these schools and the organization of education in them were studied.

#### **Salaries**

Of the 4,960 teachers in service when the decision to increase salaries as from April, 1959, was taken, 2,137 were entitled to this increase. These increases represent a State expenditure of 10,191 balboas a month.



# PERU

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

PRIMARY EDUCATION — *Structure — Finance — Quantitative Development — Curricula and Syllabuses* — SECONDARY EDUCATION — *Quantitative Development — Progressive Revision of Curricula and Syllabuses — In-Service Training for Secondary School Teachers — Evening Secondary Schools* — TECHNICAL EDUCATION — *Quantitative Development — Organization — Vocational Training Courses* — TEACHING STAFF — *Training — Further Training* — BASIC AND ADULT EDUCATION — *Development of Basic Education — Development of Adult Education — Literacy Scheme*

### PRIMARY EDUCATION

#### Structure

Primary education includes kindergartens, the so-called transition classes and primary schools proper. Kindergartens provide pre-primary education for children from 4 to 6 years old. They exist in the chief towns of departments and provinces. Transition classes are attached to kindergartens or primary schools. Their aim is to act as a transition between to family or the kindergarten and the primary school. They are intended for children of 6 or 7 years old and last only one year. In them, the children are prepared for the systematic work of the primary school. The primary school proper lasts 5 years and admits children from 6 to 12 years old. It is free and compulsory.

#### Finance

Under the law concerning the general budget of the Republic, the sum allotted to primary education in 1960 was 525,695,213 sols.

#### Quantitative Development

In 1959 there were 242 kindergartens, 10,503 primary schools, 11 experimental schools, 7 special schools, 684 rural school centres, 272 pre-vocational schools and 224 evening schools. The number of pupils who attended schools at this level, including kindergartens, was 1,184,107. The number of primary teachers was 31,500, half of whom do not possess a diploma in education.

#### Curricula and Syllabuses

The curricula and syllabuses for pre-primary education, transition classes and primary schools, which were approved by a decree of 28th February, 1955, have the following characteristics: (a) they are synthetic on the national level and analytic on the regional level, the teachers themselves interpreting the syllabuses in relation to each area, town or even school; (b) they are flexible enough to be adapted to the different types of school and to the educational needs of the various localities in the country's three climatic zones: the coast, the mountains and the forests; (c) they are based on the "learn by doing" principle of

<sup>1</sup> From the report sent by the Ministry of Public Education of Peru.



educational psychology, so that activity precedes knowledge; (d) they are graded in years and present the material as a whole in the first years, as coordinated subjects in the following years and as separate subjects in the last years; (e) they are accompanied by didactic instructions for the teaching of each subject.

## SECONDARY EDUCATION

**Quantitative Development** In 1960, twelve national co-educational secondary schools and five national secondary schools for girls were opened, bringing the total number of secondary education establishments to 181 (+10.4%). In 1959, the number of classes was 1,936 and of pupils 89,817. This year, 210 new classes have been opened in large school units and national secondary schools, so that the number of classes has risen to 2,146 and of pupils to 98,000, i.e. an increase of 10% over the previous year.

Up to 1959, there were 161 private secondary schools for boys and for girls in Lima, Callao and Balnearios and 137 in the provinces. The opening of 14 new schools in these three towns and 17 in the provinces was authorized this year, so bringing the total number of private secondary schools to 329.

### **Progressive Revision of Curricula and Syllabuses**

In 1960 the reform laid down in the decree of 15th March, 1957, was introduced into the fourth secondary year (first year of specialization). The revision of the curricula and syllabuses has been based on the pupils' interests, abilities and needs. The work was carried out by specialized staff who evaluated, revised and checked the syllabuses. In 1961, the reform will be introduced into the fifth secondary school year (second year of specialization) and it will then be possible to evaluate the results of the reform as a whole.

It should be remembered that pupils who completed the third year in 1959 (last year of the lower secondary stage) were tested to find out their aptitudes with a view to placing them, in their fourth year, in the arts or science division of the upper secondary stage.

### **In-Service Training for Secondary School Teachers**

An intensive educational information campaign has been carried out in order to acquaint teachers and others concerned in education with the basic principles of the reform. This has involved the publication of pamphlets on pupil guidance, educational activities, supervised study and new teaching methods. Teachers' meetings, seminars and forums have been held to discuss and emphasize the practical results of the reform.

The Ministry of Education has also organized a pedagogical training course for auxiliary teachers in large school units and national secondary schools in Lima and Callao and in provincial establishments.

**Evening Secondary Schools** Evening secondary schools follow a course specially adapted to the characteristics of the pupils attending them. This year there are 47 evening schools and classes, 43 of which are run by the Ministry of Education, 2 by municipal secondary schools and 2 by schools maintained by the Universities of Lima and Trujillo as demonstration schools.



## TECHNICAL EDUCATION

**Quantitative Development** The following figures show the number of schools, pupils and teachers in technical education :

	Schools	Pupils	Teachers
Agricultural . . . . .	36	2,967	368
Industrial for men . . . . .	44	10,479	1,019
Industrial for women . . . . .	33	11,722	1,015
Commercial . . . . .	41	12,511	939
Total . . .	154	37,679	3,341

Craftsmanship centres number 15 and comprise 36 workshops with 57 teachers and 571 pupils.

**Organization** Technical education is classed as secondary technical education and has the same standing as general secondary education. It covers five years of study divided into two stages, a three-year basic stage and a two-year specialization stage. The lower stage aims at the complete development of the pupil's personality and the guidance of his abilities into economic channels by imparting the theoretical and practical elements of a given profession, without embarking upon vocational or specialized training proper. The second stage, with its technical specialization or medium-level vocational training, aims at developing in the pupil the skill and understanding required for efficient work in agriculture, commerce or industry.

Craftsmanship training does not form part of secondary education ; craftsmen are trained in two years and master craftsmen in three.

### Vocational Training Courses

In addition to regular secondary technical education, there are also vocational training courses the length of which varies according to the specialization. They are intended for persons who wish to train for a remunerative occupation in a short time. In the industrial branch for women, in addition to proficiency courses in adult education, open short courses are provided in the same subjects as those taught in technical schools.

## TEACHING STAFF

### Training

The syllabuses for the three years of the teacher training school course were approved by decree No. 134 of 12th April last.

A co-educational teacher training school has been opened at Frontera de Sullana, a boys' training school at Piura and a co-educational training school at Abancay. Law No. 13420 promulgated on 23rd April, 1960, confirmed the resolution of 6th February, 1957, on the running of the boys' teacher training school at Pucallpa.

This year, numbers in teacher training schools for boys reach 755 students, in those for girls 1,682 students, and in co-educational training schools 223 students, making a total of 2,660 pupil teachers, to which must be added 704 students attending training schools maintained by business firms in Lima.



In the capital there is the institute of family education for the training of teachers in this branch, in accordance with the law setting up this establishment.

Decree No. 23 of 16th June, 1959, set up the national institute of specialization in infant teaching, which provides first category teachers with the possibility of training for pre-primary education.

In the same year, resolution No. 133 converted secondary school No. 241 in Trujillo into experimental institute No. 12 to enable educational research to be carried on in this important area of the country.

**Further Training** During 1959, further training courses were held for second and third category teachers and specialization courses for first category teachers. The training courses were attended by 1,072 teachers and the specialization courses by 268 teachers.

In order to improve the general culture of teaching staff, vacation courses for in-service teachers who have not had a full secondary education have been introduced in Lima and in the provinces.

Educational missions have covered more than 20,000 kilometres with their mobile units in the coastal and mountain zones and established contact with more than a thousand schools at different levels. Work is at present going on on a plan of action for the educational missions under the national institute for the further training of teaching staff.

## BASIC AND ADULT EDUCATION

### Development of Basic Education

Action to develop basic and adult education is coordinated with the work of other public and semi-public bodies, such as the hygiene and social welfare fund, the Lima mission, private schools with their programme for developing the suburbs of the capital, the interministerial planning committee for the development of the southern area, the Ministry of Agriculture and the Interamerican Cooperative Service for Food Production (SCIPA), the bank for agricultural development, the summer language institute and the Catholic missions with their programmes for the education of the tribes in the Amazon area, the Peruvian-North American Cooperative Education Service (SECPANE) for rural school centres and school equipment plans, the I.L.O. programme for the region of the Andes and the Maryknoll Congregation's programme for the development of the native mountain population, the Peruvian institute of native studies, the national universities and the teacher training schools of the Republic.

This coordination has made possible: (a) a re-afforestation campaign in seven departments (cost 727,380 sols); (b) the distribution of 600 tons of powdered milk by educational agencies in several departments; (c) the equipment of 15 rural school centres and pre-vocational schools at Ayacucho and Apurimac (cost 150,000 sols) in addition to the 30 schools equipped in 1959 at a cost of 500,000 sols; (d) the allocation of 1,123,133 sols for school building under the plan for the development of the south as the public works service's share in assistance to areas suffering from drought.

The efforts of SCIPA and of the Ministry of Public Education are ensuring the increasingly rapid development of young people's agricultural



clubs in rural school centres and pre-vocational schools throughout the country.

The thriving commune of Cushillococha, which was the first to be founded two years ago in the Amazon area, has already 40 houses and 300 inhabitants.

With the cooperation of the summer language institute, bilingual schools have increased this year by 15 to reach a total of 55. These schools are concerned mainly with literacy and with teaching Spanish.

**Development of Adult Education**

Adult education takes place in 324 evening schools attended by 37,307 pupils with 1,150 teachers. The new general bias given to these schools, as outlined in the curricula and syllabuses and the guide worked out with the collaboration of practising teachers, was discussed in teachers' meetings last July.

**Literacy Scheme**

Since August, 1959, 1,979 literacy classes have been running, with 2,769 teachers and 43,439 pupils, excluding enrolments in primary schools for adults. There are in addition 896 literacy committees.

In this connection one must mention the praiseworthy efforts made by the Maryknoll religious congregation in promoting catechism and literacy programmes at Azangaro and Juli in the department of Puno. With the modest subsidy it receives it has organized a bilingual religious education programme for 800 native adults which is being carried out by over 60 educators trained in the Puno central school.

In four years, 261,652 persons have been rendered literate at a total cost of 3,186,471 sols (11 sols per head).



# PHILIPPINES

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Decentralization* — *Inspection* — *Finance* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Teachers and Pupils* — ORGANIZATION — *Free and Compulsory Education* — *Number of Pupils per Class* — CURRICULA, SYLLABUSES AND METHODS — *Curricula* — *Syllabuses* — *Textbooks* — *Audio-Visual Aids* — *Experimental Schools* — TEACHING STAFF — *Supply* — *Training* — AUXILIARY SERVICES — *Adult and Community Education* — *Nutrition* — *School Medical Services*

### ADMINISTRATION

#### Decentralization

In accordance with the policy of gradually decentralizing the administrative services, the following measures were taken : (1) Division superintendents were made responsible for the expenditure of national funds sent to their respective provinces; previously, these funds had been controlled by the provincial treasurer, who is a provincial government official. (2) Division superintendents were given full authority to close schools which do not meet standards or to open a new school where conditions are suitable; this authority was formerly exercised only by the director of public schools. (3) Division superintendents were given authority to transfer district supervisors and elementary school principals within their divisions; formerly, only the director of public schools could do this. (4) Head teachers of complete *barrio* elementary schools without principals were authorized to sign elementary certificates; formerly, this was done by the principal of the town central school. (5) Many principals and head teachers were added to the rolls by conversion of positions of head teachers to those of principals and positions of classroom teachers to those of head teachers.

#### Inspection

A number of new posts for district supervisors were provided by Congress in the national budget.

#### Finance

The national budget for the fiscal year 1960 authorized a total appropriation of 242,861,430 pesos for the public school system (for the distribution of this sum, see the 1959 Yearbook, Volume XXI). This represented a little over 30% of the total national expenditure. As compared with the 1959 budget (228,882,195 pesos), the increase is 6.1%.

The appropriation of 218,111,540 pesos for elementary education included an allotment of 7,778,400 pesos for the organization of 3,000

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. B. ALDANA, Delegate of the Government of the Philippines.



additional classes. The appropriation for elementary education also included an allotment of 7,684,900 pesos for the purchase of primary textbooks. Out of this allotment, the sum of 1,000,000 pesos was earmarked as the Bureau of Public Schools counterpart in a joint project with the national economic council, and the U.S. International Cooperation Administration. This is a five-year programme which seeks ultimately to provide all primary pupils with the prescribed textbooks.

The national government also made available to the Bureau of Public Schools additional appropriations totalling 16,848,322 pesos from the budget of the national economic council, public works funds, etc.

Some school activities were supported from funds other than national funds, e.g. tuition fees, totalling 4,908,058 pesos.

#### **School Building**

Appropriations were provided by the national, provincial and municipal governments, and voluntary contributions were raised by parent-teacher associations and other civic organizations during the past year, for the construction of school buildings and acquisition of school sites.

Republic act no. 2093 of 7th July, 1958, provided 4,588,500 pesos for miscellaneous community projects, 5,766,150 pesos for nation-wide selected projects, 5,000,000 pesos for prefabricated school buildings, and 5,000,000 pesos for partial implementation of Republic act no. 836, which provides for a five-year school building construction programme. Republic act no. 2301 provided 18,105,600 for the fifth year implementation of Republic act no. 836, 5,550,950 pesos for miscellaneous community projects, 7,399,500 for nation-wide selected projects, and 2,500,000 pesos for prefabricated school buildings. The parent-teacher associations and other organizations contributed 3,373,173 pesos for the construction and repair of school buildings and 946,306 pesos for the acquisition and improvement of school sites.

The total number of school buildings constructed during 1959 was 1,312, the number of classrooms 2,992, of prefabricated units 1,046, of prefabricated rooms 2,092, of sites acquired 1,026, and of sites surveyed 680.

As of December, 1959, the number of existing school buildings was 46,594, the number of prefabricated units 7,521, and the number of prefabricated rooms 12,112.

### **QUANTITATIVE DEVELOPMENT**

#### **Number of Teachers and Pupils**

Approximately 95% of the schoolchildren in the country are enrolled in public elementary schools, and 5% in private elementary schools, which are run mostly by religious institutions. The secondary school enrolment is divided almost equally between the secondary schools operated by the government and those run by private institutions. College education is mostly in the hands of private colleges and universities. The government, however, maintains one State university, the University of the Philippines, and several State colleges governed by special charters.

The latest available figures for public schools are as follows:



	Teachers	Difference	Pupils	Difference
Primary education . . . . .	70,503	+8.72%	3,019,034	+ 6.63%
Intermediate education . . . . .	31,931	+5.38%	782,106	+ 5.11%
General secondary education . . . . .	9,292	+3.1 %	186,052	+ 2.48%
Secondary vocational education . . . . .			46,230	+ 7.21%
Collegiate education:				
total . . . . .	435	-7.16%	6,930	- 8.18%
teacher training . . . . .			3,321	+ 9.28%
agricultural . . . . .			548	+ 3.98%
technical . . . . .			2,555	-19.4 %
technical teacher training . . . . .			452	-39.17%
nautical . . . . .			54	-20.59%

These figures do not include teachers and students in public State colleges and the University of the Philippines. The decrease in the number of pupils and staff in the colleges is caused by the conversion of the Philippine school of arts and trades into a state college.

### ORGANIZATION

#### Free and Compulsory Education

In accordance with the elementary education act of 1953, compulsory education has been extended to the completion of the elementary grades (I-VII). There has been no change in the duration of free schooling, which covers grades I to IV as provided in the Constitution.

#### Number of Pupils per Class

Enrolments have been limited to not more than 30 pupils per class for double-session primary classes, i.e. 30 pupils in the morning and 30 in the afternoon under one teacher (formerly 40-40) and to 40 in double-session classes at intermediate and secondary level (formerly 52-56 per class). Under the emergency plan in both primary and intermediate schools, the number is 50 pupils per class (formerly 60).

### CURRICULA, SYLLABUSES AND METHODS

#### Curricula

A new four-year teacher education curriculum will take effect at the beginning of the school year 1960-1961. This new curriculum embodies changes in subject nomenclature and in the corresponding syllabuses, new courses to replace some of the old, a reduction in semestrial hours of work, the inclusion of 24 units of Spanish, and the compulsory teaching of Rizal's life and works.

The four-year secondary agriculture curriculum has been revised as follows: (a) greater time allotments for supervised farming activities at the school and home farm; (b) wider coverage of subject matter in applied science and mathematics and a better spread of these subjects over the four years of the curriculum; and (c) increase in the total number of units required for graduation from 36 to 48.

These changes mean that 43% of the curriculum is now devoted to languages, mathematics, social studies, and science, and 57% to vocational subjects.



The four-year agriculture teacher education curriculum has also been revised: (a) to include more technical courses and more mathematics and applied science; and (b) to concentrate all professional subjects in the last two years of the curriculum. The students may major in any of the following: agronomy, animal husbandry, agricultural engineering, applied science and mathematics, and elementary agriculture and industrial arts.

An apprenticeship training programme was inaugurated in November, 1959, in implementation of the national apprenticeship act (Republic act no. 1826), which allows students of trade schools to receive apprenticeship training in private industrial establishments. The training programme is a cooperative responsibility of the Department of Labour and private industry.

A textile workers training programme was started at the Marikina school of arts and trades with the completion of a building worth 78,000 pesos for the purpose.

#### Syllabuses

For the guidance of teachers, lists of minimum requirements for every academic subject in all grades, elementary and secondary, were prepared. The lists for elementary subjects were distributed to superintendents for their comments at their last convention in Baguio, prior to the release of the material to the field.

#### Textbooks

During the school year 1959-1960, as in the previous year, great attention was devoted to two projects, namely: (1) the printing of grade I and grade II textbooks and the purchase of old textbooks which are still prescribed; and (2) preparation of new textbooks and course outlines at all levels.

Progress in the printing of textbooks under a joint ICA-NEC project has been slow.

Requisitions were placed for the printing of pre-primers for grade I in eleven native dialects, and of the revised editions of the *Philippine Prose and Poetry* series for the first, second and third years. Requisitions were also placed for the purchase of additional copies of the textbooks in arithmetic, Filipino, and social studies, for grades III and IV.

Considerable progress was made in the preparation of grade II readers, grade I and grade II arithmetic workbooks in the dialects, and grade III and grade IV readers in English. Teachers from the field were detailed to prepare these books at the General Office.

#### Audio-Visual Aids

An important undertaking started during the past school year is the school broadcasting project, which was largely made possible by the assistance of the Australian government. Under the Colombo Plan, the Australian government donated 400 radio sets to the Philippine public schools and sent three experts to train Filipino teachers in script writing and other aspects of school radio broadcasting. Later, two of the Filipino group went to Australia on Colombo scholarships for three months to observe the Australian school broadcasting system. The present schedule of school broadcasts to Philippine schools provides for three broadcasts a week on social studies subjects in both English and Filipino.



**Experimental Schools**

An in-service education programme for teachers and school officials through the pilot or demonstration school approach was started. An ICA-NEC-BPS joint financial and technical assistance project enabled the Bureau of Public Schools to set up regional pilot demonstration centres in 12 strategically located provinces or divisions, representing 10 language regions of the Philippines. In each of these 12 divisions, 3 or 4 elementary schools were selected as demonstration centres for the following subjects: industrial arts and gardening, home economics, language arts, and science. In addition, there is a divisional pilot demonstration school in each of 44 other school divisions to serve their particular needs.

Sixteen associated demonstration high schools and 6 experimental demonstration high schools have been established in strategic places, principally in rural communities; these pilot projects have been given ICA-NEC assistance.

**TEACHING STAFF****Supply**

There is no lack of teachers for elementary schools. In fact, public and private training schools now turn out more graduates than the schools can employ. Hence, the Bureau of Public Schools carefully screens applicants for admission to the public training schools by considering only those in the upper half of the top class in the secondary schools. Private training schools, however, observe no screening of their students.

The appointment of graduates from training schools, public and private, for teaching positions in the public schools is based on teacher-selection tests held by the Bureau in April each year. There is now a move to have the private training schools screen their students, if only to reduce the present oversupply of teachers.

**Training**

Postgraduate courses for the master's degree in education are now being offered in training schools. The Baguio vacation training school will probably be the first to confer this degree.

**AUXILIARY SERVICES****Adult and Community Education**

Four major objectives for adult and community education were adopted during the year under review: (1) to assist school administrators in formulating practicable adult and community education programmes at all school levels; (2) to conduct leadership training for adult education supervisors; (3) to vitalize the literacy programme; (4) to help in the prevention of juvenile delinquency through parent and youth education.

**Nutrition**

Under a bilateral agreement signed in Manila in February, 1959, between the Philippines and the United States, 30,250,000 lbs. of powdered milk was to be donated by the United States Department of Agriculture. Up to June, 1960, only 13,591,458 lbs. had been delivered. This amount was distributed to 20,500 schools during the period from August, 1959, to December, 1959, and used to feed about 3,230,000 schoolchildren.



The Philippine government's share of the expenses entailed by the operation of this programme totalled 128,150 dollars paid to CARE in New York and 218,515 pesos paid to the CARE Mission in Manila.

The Philippine government will receive from CARE in 1960-1961, in addition to powdered milk, 18,000,000 lbs. of enriched corn meal, which will be fed to approximately 2,400,000 schoolchildren.

**School Medical Services** The school medical and dental services have been nationalized under Republic act no. 2620 passed by Congress during its last regular session. This act authorizes an annual appropriation of 3,000,000 pesos for these services, but no money will be available until the fiscal year 1961-1962. In the meantime, therefore, the services will continue to be supported from the contributions collected from schoolchildren.



# POLAND

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Preparation of the Education Reform* — *Administrative Reorganization* — *Budget* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Schools and Pupils* — *Number of Teachers* — ORGANIZATION — *Duration of Studies* — *Preparatory Vocational Schools* — *State Technical Schools* — CURRICULA, SYLLABUSES AND METHODS — *Nursery Schools* — *Elementary Schools* — *General Secondary Schools* — *Vocational Schools* — *Textbooks* — TEACHING STAFF — *Training* — *Further Training* — AUXILIARY SERVICES — *Handicapped Children* — *Youth Movements* — MISCELLANEOUS — *Historical Commemorations* — *Recommendations of the International Conferences on Public Education*

### ADMINISTRATION

#### **Preparation of the Education Reform**

Work was continued during the 1959-1960 school year on the reconstruction of the educational system and on changing the content and methods of education and instruction in the schools in the spirit of the directives of the Polish United Workers' Party.

The education reform is concerned among other things, with the following problems: (a) prolonging elementary schooling, which entails changing the content of the curriculum, extending the scope of general knowledge, and increasing handwork and art education; (b) the reorganization of general secondary schools, including the differentiation of the curricula in the fields of the humanities, science and mathematics, and practical training; (c) the reorganization of vocational schools (changes in the structure of technical secondary schools and basic vocational schools, improving on-the-job training); (d) preparation of young people for life and productive work, closer ties between theory and practical activities, the adjustment of education in the schools to the current and future needs of socialist construction in Poland.

#### **Administrative Reorganization**

Further changes were made in the structure of educational administration in the 1959-1960 school year. The number of departments and sections in the Ministry of Education was reduced, by combining groups with similar tasks, from 19 in 1958 to 13 in 1959. The above reorganization is the result of the decentralization of educational administration; some duties have been transferred to local administrative bodies so that they may more fully consider local needs and conditions.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. J. BARBAG and Mr. R. PREZEZWANSKI, Delegates of the Polish Government.



**Budget**

The budget of the Ministry of Education in 1960 increased by 619,065,000 zlotys (+6.4%) over the sum allotted in 1959 (excluding investments).

A large part of the funds assigned for the development of education in 1960 were earmarked for vocational schools.

As a result of the tremendous increase in the number of pupils leaving the elementary schools (children born just after the war), there has been a significant rise in enrolments in all types of vocational and general secondary school. Moreover, the extension of education in vocational secondary schools from 4 years to 5 has also led to increased expenditure.

**School Building**

The appeal to construct 1,000 schools as a celebration of the thousandth anniversary of the Polish State was enthusiastically received in the community and has already borne fruit. Independent of the vast school construction programmes of the State, many modern schools have been built from community funds and about 500 are under construction. Young people are participating in this tremendous educational effort through socially useful activity.

In 1959, 4,634 elementary school classrooms, or 1,053 more than in 1958, were built or reconstructed. In addition, 223 classrooms, 2,250 places in 13 residential institutions and 1,950 places in 15 school workshops were put into use in 1959 for secondary education.

Investments funds in 1960 increased by 754 million zlotys (+35%) as compared with 1959. The investment plan for 1960 provides for 5,650 additional elementary school rooms (+25.6%), 216 secondary school classrooms, 185 vocational schools classrooms, 650 places in residential institutions and 2,510 places in school workshops.

Despite the continual increase of State and community funds for school construction, there are still difficulties in meeting the growing educational needs, especially in general secondary schools.

Catalogues of model construction designs were issued in 1959-1960. Standards were also worked out to conform to the new needs of school curricula.

**QUANTITATIVE DEVELOPMENT****Number of Schools and Pupils**

The following statistics show the number of schools and pupils in 1959-1960 and the differences from the previous year.

	Schools			Pupils		
	1958-59	1959-60	Difference %	1958-59	1959-60	Difference %
Nursery schools (including special nursery schools)	7,079	7,046	- 0.4	356,088	371,144	+ 4.2
Elementary schools: total	25,249	25,830	+ 2.3	4,240,094	4,574,225	+ 7.9
seven-year schools included in above total	17,065	17,948	+ 5.2	3,882,828	4,218,795	+ 8.9
General secondary schools	826	833	+ 0.8	199,241	214,283	+ 7.5
Special elementary schools	339	374	+10.3	37,174	42,181	+13.5
Special general secondary schools. . . . .	9	8	-11.1	881	948	+ 7.6

(Contd.)



	Schools			Pupils		
	1958-59	1959-60	Difference %	1958-59	1959-60	Difference %
Children's homes and special institutions. . . .	569	586	+ 3	50,860	53,691	+ 5.6
Elementary schools for workers . . . . .	783	823	+ 5.1	55,291	61,100	+10.5
Secondary schools for workers . . . . .	199	207	+ 4	60,219	66,535	+10.5
Other forms of adult education . . . . .	2,618	4,664	+77.4	80,644	114,536	+42
Pedagogic second. schools	186	179	— 3.7	46,223	45,007	— 2.6
Teachers' courses . . . .	29	36	+24.1	6,943	8,699	+25.3
Higher pedagogical schools	4	4	—	2,947	3,080	+14.5
Vocational schools (primary and secondary) .	3,979	4,383	+10.1	468,508	546,467	+16.6
Arts schools (primary and secondary) . . . . .	200	204	+ 2	25,706	26,688	+ 3.8

As may be seen from the above tables, a great increase was achieved in the teachers' courses and higher pedagogic schools, i.e. those forms of teacher training which give higher professional qualifications. Simultaneously, there is a gradual decrease in the pedagogic schools educating teachers at secondary level.

Worth noting is the significant increase in the number of special elementary schools, where the number of pupils was 0.9% of the total number of elementary school pupils.

The further increase in education for workers is to a great extent a result of the law of 2nd July, 1958 on vocational education, training for specific work and the introduction of apprenticeship for young people up to 18 years of age.

The increase in the number of children in nursery schools relates mainly to urban nursery schools (5-9 hours per day). Other forms of pre-school education are being developed in the rural areas, such as rural kindergartens (33,000 children), pre-school groups (13,000 children) and pre-school departments in elementary schools (5,000 children).

#### Number of Teachers time teachers.

The following table shows the number of full-

	1958-1959	1959-1960	Difference %
Nursery schools . . . . .	16,649	16,911	+ 1.6
Elementary schools . . . . .	130,079	140,311	+ 7.9
General secondary schools. . . .	11,483	11,684	+ 1.8
Special elementary schools . . . .	2,601	2,838	+ 9.1
Special general secondary schools	93	61	—34.4
Elementary schools for workers .	1,054	1,086	+ 0.3
Secondary schools for workers. .	625	621	— 0.6
Pedagogic secondary schools. . .	3,302	3,139	— 4.9
Teachers' courses . . . . .	460	613	+33.2
Higher pedagogic schools . . . .	500	544	+ 8.8



Great emphasis is being given to teaching methods which allow the pupils to conduct observation and experiments and to apply the results to practical activities, so developing independent thinking, awakening interest and encouraging activity, and forming a positive attitude towards reality.

Within the framework of bringing the general secondary school closer to life, the most popular courses among boys are those on motorization, electro-technology, metal and wood work, photography, book-keeping and typewriting, and among girls, courses in cutting out and sewing, weaving and home economics.

The introduction of vocational preparation for general secondary school pupils has been welcomed by the pupils and parents alike. The number of such courses will be markedly increased next year.

#### **Vocational Schools**

Changes have been made in the curricula and textbooks of vocational schools in accordance with progress in technology. Repetition of material appearing in several different subjects, outdated problems, relatively easy questions which it is possible to master independently in the course of work, problems not adapted to the pupils' age and mental level, and useful but not indispensable matter, have been removed.

In order to disseminate the best methods of teaching in vocational schools, a brochure was issued entitled «Experiences of Vocational School Teachers», which describes the methods used and results obtained by experienced teachers.

#### **Textbooks**

The following new textbooks were issued in the current school year for elementary and secondary school grades: grade 1, a first reader, with coloured illustrations; grade 4, history exercises with illustrations for multi-grade classes and a textbook on Polish spelling and grammar; grade 7, new textbooks for chemistry, Russian and history; grade 8, English, French, German, Latin and algebra books; grade 9, English, French, German, Latin and chemistry books; grade 10, a chemistry book, an anthology and a handbook of the literature of the positivist and critical realist period; grade 11, contemporary literature. A Latin grammar was issued for secondary school grades as an auxiliary book.

The new textbooks differ from the old ones in their methodological presentation and in the selection of material. Two different textbooks have already been worked out for some subjects, the choice being left to the teacher.

### **TEACHING STAFF**

#### **Training**

The number of teachers trained in the two-year teachers' course, in the five-year higher pedagogical schools and in the universities has continued to increase. The number of working teachers improving their qualifications through correspondence courses has also increased by 20% in comparison with last year.

A three-year correspondence course for teachers has been set up at each two-year teachers' course to enable working teachers to improve their professional qualifications without ceasing work.



With a view to the pedagogical training of teachers and of candidates for teaching in vocational schools, pedagogical studies have been organized. Vocational school teachers receive paid holidays for the period of obligatory studies. The course includes such subjects as psychology, pedagogy, methodology, the education system, hygiene, and social and economic problems, and entails a basic four-week pedagogic course, teaching practice in vocational schools, a revision course and final examinations.

Teacher training institutions worked in 1959-1960 on the basis of the existing curricula. Work has been undertaken, often of an experimental character, to acquaint future teachers with the problems of technology, and to develop the practical skills necessary for work in modern elementary schools. Work in this field comprises increased activity in the laboratories, workshops and libraries, and in some cases organized practice in work establishments, and extracurricular work such as the organization of clubs and of short courses after school hours, in which young people learn to drive a car, use modern scientific aids, prepare meals, etc. and also a basic understanding of agrobiolgy (cultivation of orchards and flowers, etc.).

Two conferences of leading teachers, with the participation of scientific workers, were devoted this year to the forms and methods of work in institutions training teachers. Work was undertaken in the 1959-1960 school year to improve the curricula of teacher training institutions. The changes aim at a better adaptation of curricula to the current needs of the schools and the community, a closer connection between teaching and life, and the development of technical knowledge. The new curricula will come into force next year.

**Further Training** The further training of teachers and education personnel is the responsibility of the central methodology centre, which is under the direct jurisdiction of the Minister of Education, and of the district methodology centres under the jurisdiction of the district school boards. The district methodological centres direct in turn the activities of the county methodological groups.

The methodological centres organize conferences on method, model lessons, lectures, scientific excursions, exhibitions, individual and group consultations for teachers, vacation courses, model laboratories, workshops, recreation rooms, etc.

#### AUXILIARY SERVICES

**Handicapped Children** In 1959-1960, five new re-education centres for maladjusted children, four institutions for the mentally retarded, and two for the disabled were opened. Seven non-residential special elementary schools for the mentally retarded were also organized in smaller towns.

Greater attention was paid to observing maladjusted children and to investigating the causes, type and degree of juvenile maladjustment. To this end, the emergency guardian service was transformed into observation centres for children up to 13 years of age, and an observation centre was organized for juveniles up to 17 years.

Instead of one central selection office for deaf children, 5 such centres for the deaf were set up in different regions of the country.



showing great interest in the education of their daughters, in fact some of them go to the university. In view of this, it has been found necessary to unify school syllabuses for girls and for boys. To this end, the responsibility of teacher training and syllabus making has been transferred to the teacher training institute, Bakht er Ruda, Dueim. The percentage for school enrolment in the elementary school is 44% for boys and 16% for girls. Girls' education started later than that of boys and had the disadvantage of being unpopular with the masses. The policy now is to increase the pace of expansion in girls' education. Only limitation of funds can obstruct expansion. The Ministry of Education and parents are well aware of the problem.

### CURRICULA, SYLLABUSES AND METHODS

#### Textbooks

During 1959-1960, 73 textbooks have been produced. Most of them were the work of Bakht er Ruda, the centre responsible for working out syllabuses, inspecting schools and training teachers for primary education. The number of books printed was 2,630,815.

### TEACHING STAFF

#### Training

Steps planned for training secondary school teachers have not yet been put into effect, but more Sudanese are being sent abroad to qualify for teaching in secondary schools. When they return, they will replace the present teachers from abroad.

#### Further Training

The number of refresher courses for elementary school teachers (7 to 11 years) has been doubled. Each year Bakht er Ruda receives nearly 200 teachers. It has been found that those who take refresher courses help in training the considerable number of untrained teachers in the schools.

### AUXILIARY SERVICES

#### Adult Education

As early as 1944, experiments were started in village improvement schemes which led to nation-wide literacy and adult education classes, and social development activities in agricultural development areas, notably in the Gezira cotton-growing area. The number of literacy classes for the year 1959-1960 was 1,056 with an attendance of 30,000 adults. Of these, 120 were classes for women.

In addition, there are evening classes for workers, of which five are advanced courses in various subjects. These classes are at present mostly concentrated in farms and industrial areas.

During the year, the Ministry was making plans for the extension of community education. Personnel had to be trained and it has been decided to set up a training centre with the help of Unesco.

It is felt that the rural schools are the most potent agencies of large-scale community development.



Considering all aspects of the problem, it was decided to set up a training centre at which experienced village school teachers will receive a year's orientation course in community development. The centre will be attached to one of the teacher training institutes and will open in July, 1960. Thirty teachers will be trained in the first batch and will be posted to schools in a small area which will enlarge as more teachers complete the training centre's course.

The Unesco expert who has been working in the Ministry on the development of fundamental and adult education will train a Sudanese to become director of the centre.



In order to improve methods of selecting mentally retarded children, 14 experimental centres were set up for this category of child.

Instructions were also worked out for the selection and classification of children with defective hearing and speech in order to refer them to the proper schools and residential institutions. District committees have been set up to refer children with hearing and speech defects to the class, school or institution suited to their case.

Work has been undertaken to adjust curricula and methods of work to the age of maladjusted children. Separate schools and classes have been established for those in special residential educational institutions with character disturbances who are three or more years behind in their studies. Preparations have also been made to establish such schools and classes for the mentally retarded, the deaf and the blind, where they will receive suitable vocational training.

Research and experiments have been conducted to improve the curricula and methods of teaching in educational centres of all types for socially maladjusted children. The equipment for special schools has been improved, the number of well equipped subject laboratories has been increased (for biology, physics, chemistry, geography and mathematics). The institutions have been supplied with such educational aids as epidiscopes, projectors, etc. In institutions for the deaf, amplifying apparatus has been extensively installed.

A great deal of care has been devoted to the equipment of workshops in special vocational schools attached to residential institutions for all types of socially maladjusted young people.

The referral of pupils with character disturbances for vocational training in work establishments or artisan workshops, which was started in 1959-1960, has given good results. The development of this system is being prepared for the new school year.

A one-year course for educators in special residential educational institutions was set up at the State institute of special pedagogy on 1st September, 1959. This course is intended for those qualified for teaching in elementary schools or nursery schools who have been working at least 3 years and have proved to be outstanding in their educational work. Candidates must take entrance examinations in pedagogy and general psychology. Those attending the course are given paid leave while studying. The syllabus for the course is laid down by the Ministry of Education. Those who pass their final examinations are qualified as educators in an institution for deaf, blind, mentally retarded, chronically ill or socially maladjusted children. Educators receive the same salary as graduates of teachers' courses.

#### **Youth Movements**

The activities of youth organizations (the union of Polish scouts, the socialist youth union and the rural youth union) greatly increased during the 1959-1960 school year owing to their active cooperation with the schools and other educational centres.

These youth organizations pay great attention to the development of economic and technical knowledge, and to this end run diverse activities in the field of communications, motorization, modelling, photography, boating, etc., and conduct socially useful work such as building schools and roads, planting trees, tidying up the neighbourhood, etc.



A meeting of representatives of 30 children's and youth organizations from over 20 countries took place in Warsaw in May, 1960, at the second international seminar. The theme of the seminar was "Youth in the Contemporary World". The report at the plenary session was prepared by the delegation of the union of Polish scouts. Work was conducted in 5 commissions.

#### MISCELLANEOUS

##### **Historical Commemorations**

The thousandth anniversary of the Polish State was not only celebrated in the field of school building. Also noteworthy in school life were the celebrations marking the 15th anniversary of the Polish People's Republic and the return of the western territories to the homeland, their development and their full integration with the rest of the country.

##### **Recommendations of the International Conferences on Public Education**

The recommendations adopted at the annual international conferences on public education organized jointly by the I.B.E. and Unesco are taken into account by the Ministry of Education and popularized in the Polish pedagogical journals and at conferences of educational workers.

The question of the preparation, selection and use of primary school textbooks (Recommendation No. 48) is a subject of special concern to the Ministry of Education. Work has been undertaken to improve the quality of school textbooks as regards content, adaptation to curricula, choice of proper illustrations and the aesthetic point of view.

The problem of the education of technical and scientific staff (Recommendation No. 49) is a central preoccupation of the Ministry of Education and the Ministry of Higher Education. The two ministries see to the exact investigation of the needs in technical and scientific personnel, ensure the provision of means for educating and improving this personnel, and equip training institutions and schools with the necessary educational material (laboratories, workshops, etc.).

The new regulations and instructions of the Ministry of Education tend to create in the schools conditions which favour the development of technical education, to coordinate theoretical knowledge with practice, to introduce new technical problems into the syllabus, and to extend the use of laboratories and workshops in teaching.



## PORTUGAL

### EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — Budget — Inspection — PRIMARY EDUCATION — Budget — School Building — Quantitative Development — Syllabuses — Teacher Training Schools — Teaching Staff — Canteens and School Funds — TECHNICAL EDUCATION — Budget — School Building — New Schools — Enrolments — SECONDARY EDUCATION — Budget — School Building — Enrolment — HIGHER EDUCATION AND FINE ARTS — Budget — School Building — Teaching Staff

#### ADMINISTRATION

**Budget** The State budget for 1960 allocates to the Ministry of Education the sum of 972,867,178 escudos. In comparison with last year's budget this represents an increase of 71,180,933 escudos (+7.89%). To this must be added the funds allotted to the Ministry of Public Works for the construction of school buildings.

**Inspection** The school inspection services have been reorganized.

#### PRIMARY EDUCATION

**Budget** The State budget for 1960 allots the sum of 452,338,737 escudos for primary education. In comparison to the budget of 1959, this is an increase of 32,843,377 escudos.

**School Building** Between 31st May, 1959, and 31st May, 1960, 380 primary school buildings (984 rooms) were built. The same period has seen the building of 25 canteens which can accommodate a number of children corresponding to 136 classes. In addition, 616 school buildings including 1,549 classrooms and 29 canteens for a number of children corresponding to 178 classes are at present under construction.

**Quantitative Development** On 31st December, 1959, there were 23,442 officially registered primary schools. In 1958 the number was 23,032, which means there has been an increase of 410 schools.

In 1960, 869,207 children attended primary schools. Of this number 830,281 were enrolled in State schools and 38,926 in private schools. In 1959, the total number of primary school children was 856,940, so that there has been an increase of 12,267 (+1.43%).

**Syllabuses** New primary school syllabuses have been issued in order to keep up with the rapid evolution of the country and with new educational techniques.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mrs. M. I. LEITE DA COSTA, Delegate of the Government of Portugal.



**Teacher Training Schools** In December, 1959, the total enrolment in training schools was 3,652 students, of whom 642 were men and 3,010 women. This is an increase of 844 students over the previous year. In 1959, the training schools turned out a total of 1,252 primary school teachers, while in 1958 the output was 1,188.

**Teaching Staff** In December, 1959, the total number of State primary teachers was 17,065, of whom 2,831 were men and 14,234 women. To this must be added 6,497 assistant teachers, of whom 164 were men and 6,333 women. In December, 1958, the number of State primary teachers was 16,283 (2,778 men and 13,505 women) and the number of assistants was 6,583 (171 men and 6,412 women).

**Canteens and School Funds** In March, 1960, there were 1,531 canteens serving 111,111 pupils. Compared with the previous year this is an increase of 109 canteens and 5,657 pupils. There were also 13,391 school funds, which is an increase of 452 school funds over the year before.

### TECHNICAL EDUCATION

**Budget** The budget for technical education is 149,005,142 escudos, an increase of 6,259,513 escudos over the previous year.

**School Building** Four new buildings were inaugurated in 1959-1960. Seventeen others are in the process of construction or transformation.

**New Schools** Four new technical schools have been opened: the industrial and commercial schools of Fafe, Montemor-o-Novo, Sintra and the agricultural school of Mirandela. In the Almada district an elementary technical school has also been opened.

**Enrolments** A total of 77,115 pupils, of whom 21,744 are girls, are enrolled in State technical schools. To this number must be added 4,024 pupils, of whom 1,081 are girls, enrolled in private schools. In 1958-1959 the total number of pupils enrolled in technical schools (State and private) was 68,645. Thus 1960 has seen an increase of 12,494 pupils (+18.2%).

### SECONDARY EDUCATION

**Budget** The State budget for 1960 allocates to secondary education a sum of 102,295,680 escudos, an increase of 8,278,076 escudos over the previous year.

**School Building** Four secondary schools are under construction and four others are in the process of being enlarged.

**Enrolment** Official secondary schools have an attendance of 43,249 pupils, of whom 22,001 are boys and 21,248 girls. Compared with last year there has been an increase of 1,264 boys and 1,265 girls. Private education has 46,987 pupils (21,972 boys and 25,015 girls). There has been an increase of 4,516 pupils (boys and girls) as compared to the previous year. The increase in enrolments in public and private schools is 8.46%.



With a view to training engineers with expert knowledge of the organization of production and to improving their training in economic problems, postgraduate courses were set up last year in certain higher technical institutes, for engineers with long experience in production. These postgraduate day courses cover two years and confer the title of engineer-economist in the branch in which the student has specialized.

#### **Scientific Research**

This year, teaching staff in higher education institutes achieved new successes in scientific research. Their research work has been more thorough and material conditions in laboratories have improved.

In March, 1960, a conference was held on the research work of teaching staff in higher education; the problem dealt with was the constant rise in the level of research work and its efficiency.

In order to stimulate scientific research work among the teaching staff, in 1959 the Ministry of Education and Culture instituted annual prizes to the value of 8,000 lei, 5,000 lei, and 3,000 lei. Prizes are also awarded for textbooks, courses or treatises which make an outstanding contribution to the branch of knowledge concerned. Such prizes are awarded in every branch of science, e.g. technical sciences, chemistry, mathematics, physics, social sciences, linguistics and literature, biological sciences, geology, geography, economics, juridical and administrative sciences, agriculture and forestry, medicine, music, dramatic art, etc.

### **CURRICULA, SYLLABUSES AND METHODS**

#### **Revision**

Curricula, syllabuses and textbooks have been revised and improved.

For classes V to VII the new curriculum takes into account the pupils' age and correlation of the various subjects and ensures a closer link between theory, practice and production. For four hours a week country pupils acquire practical knowledge of agricultural techniques and carry out agricultural work on the school's experimental plot, while pupils in towns and workers' centres master elementary knowledge of industrial production and do practical work in workshops.

The new curriculum makes a more judicious distribution of the number of hours for each class and for each subject, so facilitating the pupils' work and doing away with overcrowded time-tables. The time-table has been reduced by 4-5 hours in classes V-VII.

In classes VIII-XI, the curriculum provides 2-3 hours a week for the study of machines used in industry and agriculture. Various topics have been introduced in physics, chemistry and mathematics, dealing with practical problems and with the application of modern science and techniques to various branches of production.

New syllabuses have been prepared for evening schools and sections, based on those of the secondary day schools. They provide classes five days a week and the workers who attend them have the best conditions for studying.

In order to assist workers who take correspondence courses, consultation hours, revision lessons, laboratory periods, etc. are organized by secondary schools.



In vocational and technical schools the teaching of Rumanian has now been extended to the second year. In vocational schools for apprentices and in agricultural and trade schools, where tuition is given in the languages of the national minorities, stress has been laid on the teaching of the mother tongue as well as Rumanian.

Practical work has been carried out in enterprises of a high technical standing. Higher education institutes had previously made conventions with such firms for the students' practical work.

**Textbooks** Textbooks have been revised, additional material being included to keep pace with the new requirements of science and culture and with pedagogical progress. The textbooks have been compiled and selected by means of competitions among individual authors and groups of authors, and reflect the latest achievements of science and technology, as well as respect for work and the struggle for cultural and social progress carried on by all the peoples of the world.

Explanatory notes have been worked out for various subjects and placed at the teachers' disposal.

**Teaching Materials** Allocations for teaching materials have been greatly increased. The improvement of the materials is ensured by means of competitions organized by the Ministry of Education and Culture among scientists, artists, and teachers.

The equipment and modernization of laboratories for education and scientific research has continued. This concerns in particular laboratories dealing with the structure of matter, radioactive isotopes and radio-chemistry and those in the spheres of construction, automation, etc.

This year, a new type of school furniture has been designed and is now being tested in a number of Bucharest schools. The benches are adjustable so that they may be used in different classes and by pupils of different sizes in the same class.

**Methods** In order to test ways and means of ensuring a more thorough connection between education and life, new secondary schools in which training in productive work is also provided were set up in a number of large towns this year. The curriculum of such schools includes, apart from general subjects, certain courses giving technical training, e.g. resistance of materials and machine parts, study of materials, various trades (fitting, joinery, brick-laying, etc.), technical drawing, automation and mechanization, etc.

The pupils in such schools learn a trade in addition to general subjects and on leaving school they obtain a school leaving certificate and a certificate qualifying them as skilled workers.

## TEACHING STAFF

**Training** To improve the practical training of students in faculties which turn out teachers, teaching practice has been extended to two years. Types of activity carried out during this teaching practice have been increased and its organization improved. Simultaneously, the number of schools used for practice teaching has been increased.



The pedagogical cabinets set up last year in higher educational institutes to coordinate and guide activities connected with teaching practice have improved their work, establishing a closer link with the faculties and schools, on the basis of better planning. Such cabinets have been further equipped with teaching and documentary material.

The Higher Education Review, the organ of the Ministry of Education and Culture, was issued in 1959, giving the teaching staff the opportunity of discussing problems of higher education.

#### **Further Training**

In-service training for teachers has been further improved by the organization of pedagogical circles, conferences, lectures and courses.

Many members of the university teaching staff were sent abroad to specialize for a period of several months, one year or two years, or to attend postgraduate courses in various countries such as the USSR, France, Czechoslovakia, the German Democratic Republic, Italy, etc.

#### **Conditions of Service**

Under the provisions of the central committee of the Rumanian workers' party and the Council of Ministers in July, 1959, the basic salaries of teachers increased by 24% on an average, the increase in some cases exceeding 35%.

As from 1st August, 1959, the teaching staff in general, pedagogical and vocational schools have been classified into three grades or categories. This grading system provides both a moral and material stimulus. To rise from a lower to a higher grade, teachers may take refresher courses during the holidays. A teacher who obtains a higher teaching grade also receives an increase in salary.

### **AUXILIARY SERVICES**

#### **Scholarships**

During the 1959-1960 academic year, more than 60% of the total number of day students had State scholarships providing for board and lodging and some personal expenses, plus merit allowances. A considerable number of scholarships have also been given to pupils in general and teacher training schools.

In order to enable workers who take evening classes and correspondence courses to enjoy the best possible conditions when reading for their examinations, leave with full pay is given them and they are allowed to work in shifts so that they may attend classes.

#### **Youth Movements**

The activities of pioneers' houses have been improved and the number of such houses has increased from 107 to 115. The pioneers' palace in Bucharest has continued to provide for the young pioneers of Bucharest, while at the same time supporting the work of young pioneers' houses in other regions of the country by providing programmes, guidance, exchanges of experience, etc. Improvement of the tutors' work is a main concern; to this end, conferences have been organized with the best tutors and problems connected with the "education class" have been debated. Special stress has been laid on the duty of all teachers, and especially tutors, to cultivate in the pupils love of and respect for work, their country, working people the world over, and peace.



In boarding schools, even better results have been achieved following the introduction of self-service activities in dormitories, dining-rooms, etc. The aim is to form in children a different attitude towards collective work and life, as well as a fund of practical knowledge and a sense of responsibility towards common property.

In the summer of 1959, over 100,000 pupils and students were able to go to summer camps and colonies.

This year, a "mathematics olympiad" was organized in Rumania for the secondary school pupils of seven countries; other school competitions have also held an important place in educational activities.

Youth organizations have played an important role in cultural, artistic and sports activities and in medical assistance.

Student associations help the teaching staff to stimulate students in their studies and play a prominent part in the organization of student cultural activities, sports, and entertainment. Scientific circles supported by the student associations are also an important factor in students' education. During 1959-1960, as in the preceding years, scientific sessions were organized in every higher educational establishment and a national conference of students' scientific circles was held. In order to stimulate scientific research, national scientific seminars have been organized for students. Students have also taken part in numerous sports competitions held throughout the year on a local and a national scale.



## SAUDI ARABIA

### EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *New Departments* — Finance — Inspection — School Buildings — QUANTITATIVE DEVELOPMENT — *Number of Pupils and Teachers* — ORGANIZATION — *Extension of Primary Education* — Model Schools — School Cards — Combatting Illiteracy — Admission to Secondary Schools — Intermediate Schools of Commerce — Intermediate Schools of Agriculture — Intermediate Industrial Schools — Secondary Education — Institutes for Technical Teachers — University Education — Art Education — AUXILIARY SERVICES — School Meals — "Cleanliness Week" — Physical Training — School Health — Scholarships Abroad

#### ADMINISTRATION

##### **New Departments**

The Ministry of Education has established a special section for the production of audio-visual aids.

As public interest in educational matters has greatly increased, the Ministry has this year established a department of information and publicity, the purpose of which is to enlighten the public on all new educational plans.

This year, a new library department has also been established to look after Ministry and school libraries. On receiving suggestions made by inspectors for the provision of libraries with books required, this department undertakes the purchase and distribution of these books among the various schools.

##### **Finance**

The number of schools for all types of education rises every year, and the Ministry of Education gets an increasing share of the State budget. The Ministry of Education budget has risen from 110,823,070 Saudi reysals in 1958-1959 to 122,068,000 in 1959-1960, i.e. an increase of 10.1% over last year's budget.

##### **Inspection**

The number of inspectors for art education has been increased from one to three.

##### **School Buildings**

Most of the premises at present occupied by schools are rented. Therefore, the Ministry has decided on a large-scale plan for building schools according to specifications laid down by the building administration and approved by the Ministry of Education. The school buildings are of three types: (a) the large school containing 16 classrooms; (b) the medium school containing 10 classrooms; and (c) the small school containing 6 classrooms.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. M. A. HADIE, Delegate of the Government of Saudi Arabia.



## QUANTITATIVE DEVELOPMENT

**Number of Pupils and Teachers**

The following table shows the number of pupils and teachers at each of the various educational stages during the year 1959-1960 and the increase over the preceding year :

	Pupils		In-crease %	Teachers		In-crease %
	1958-1959	1959-1960		1958-1959	1959-1960	
Primary education . . .	75,595	85,847	13.6	3,481	4,075	17
Intermediate and secondary education . . .	5,256	5,726	9.49	420	531	26.4
Technical education . . .	641	1,081	68.6	97	146	50.5
Teacher training schools .	1,668	2,687	61.7	134	248	85
Evening classes for training teachers . . . . .	—	777		—	105	

## ORGANIZATION

**Extension of Primary Education**

The Ministry has made its plan for the future on the assumption that the number of the pupils to be admitted to the first primary year each year will be ten thousand more than the previous year. Nevertheless, the Ministry will seize every opportunity to raise that number whenever possible.

The new scheme begun in primary schools last year is now giving full satisfaction.

**Model Schools**

The Ministry has decided that the recently established model primary schools will be attached to some of the teachers' schools. They will be experimental centres where new means and methods of teaching will be tried out. There are four of these schools so far.

The model school system will be applied to the first class and will be extended to an additional class each year until it covers all the school. No more than 35 pupils will be put in one classroom. The school board responsible for management of the school consists of the director of the teachers' school as president, the principal of the model school, the inspector of the area to which the school belongs, and education and psychology lecturers at the teachers' school. The Ministry appoints a standing committee to prescribe the general educational principles upon which the system of education in these schools is to be based.

**School Cards**

This Ministry pays special attention to school cards on which are recorded all the remarks concerning each pupil from the first day he joins the primary school until he leaves it. They record all aspects of his school performance, state of health and mind, conduct, habits, special abilities, interests, sports and games, relations with other pupils, outstanding characteristics, etc.

**Combating Illiteracy**

Simultaneously with the expansion of primary education for children of school age, the Ministry is giving due attention to the fight against illiteracy among adults. The Ministry has opened 70 literacy centres with 260 classes attended by approximately 8,000 learners.

Work in these centres is by no means confined to eradicating illiteracy in its limited sense, but also covers religious, hygienic and social culture.



It has been agreed that a centre for fundamental education should be set up to offer services to the country folk and eventually develop into a training centre for rural social workers in all fields of specialization. It was also agreed that fundamental education activities should be linked to rural education so that the rural school should become the centre for a future comprehensive rural reform. Prior to taking such a wide step, one or more training centres will be set up for the training of teacher specialists. This will be achieved by cooperation of the Ministry of Education with the Ministries of Public Health and Agriculture.

It is intended that the course of study in the centre should take two years and comprise three aspects: (a) rural education (principles of education and psychology, general and special teaching methods and teaching practice); (b) fundamental education (combatting illiteracy, rural guidance, health education, social guidance, and field work in service training); (c) general cultural studies (religion, Arabic language, a foreign language and science).

#### **Admission to Secondary Schools**

As the number of boys who complete the primary school course has greatly increased, the Ministry has realized that it is no longer necessary to grant a monthly allowance indiscriminately to all secondary school pupils and has henceforth confined the award of grants to students in teachers' schools and technical schools. The number of those to be admitted to the academic intermediate schools (grammar schools) has furthermore been restricted to 40% of the total number of the holders of the primary school certificate; 25% are admitted to teachers' schools and 10% to technical education, so that intermediate education in its different branches absorbs every year 75% of the total number of boys who pass the primary school certificate examination. As the number is still increasing (the prospective number of pupils expected to pass the primary school certificate in 1960 is 7,000 and will rise to 13,000 within five years) the Ministry has decided to reduce gradually the percentage of those admitted to academic intermediate schools to 25%. Meanwhile, it will maintain the 25% of those admitted to teachers' schools and the 10% admitted to technical education (industrial, commercial and agricultural). It is only through such a reduction that greater funds can be spared to meet the constant increase in the number of children of primary school age, so that primary education may become compulsory for all children as soon as the necessary requirements in buildings, equipment and teaching staff are met.

#### **Intermediate Schools of Commerce**

Last year, the Ministry opened four schools of commerce that met with great success. Sixty candidates joined two classes in the first year of each of these four schools. The course of study was planned after consultation with Ministry experts, commercial firms, and banks, in order that the pupils' qualifications may satisfy the requirements of the firms where they are expected to work.

#### **Intermediate Schools of Agriculture**

The Ministry has decided to establish intermediate schools for agriculture where the course of study will be four years, as in intermediate schools of commerce and industrial schools.



The Ministry has appointed a joint committee, two members of which represent the Ministry of Agriculture, which is to draw up a course of study. Students will be taught a fair amount of general knowledge in addition to the main agricultural studies (both theory and practice) with special attention to the practical side. Two schools of this type will be opened next year.

#### **Intermediate Industrial Schools**

Two new industrial schools have been opened this year. In each of these, there are the following sections: weaving, iron-work, cabinet-making, sanitary fittings and shoe-making. New sections for wireless, ship-building, printing and book-binding have been introduced into some existing schools. As students in these schools spend the greater part of the day on the premises, the Ministry offers them free midday meals.

#### **Secondary Education**

The Ministry has this year drawn up plans to reform the structure of secondary education, which will comprise, apart from the academic schools, industrial, agricultural and commercial schools. Those leaving the intermediate school will thus find a variety of secondary school courses among which they may choose whatever suits their interests and abilities. A certain programme for this varied type of secondary education has been prescribed by the Ministry authorities. Another programme for teachers' secondary institutes was also prescribed. Students who have completed their intermediate course will be eligible to join these institutes and do a four-year course after which they will be qualified for teaching in intermediate schools.

#### **Institutes for Technical Teachers**

The Ministry has decided to establish two technical institutes for the training of teachers of academic and technical subjects in intermediate industrial schools. Students who have finished the intermediate academic course or the intermediate industrial school may join these institutes. The period of study in these two institutes is four years, during which students take a general science course and an engineering course with adequate practical training in workshops and laboratories.

In these institutes, in addition to free tuition students are given free midday meals, books, stationery, and instruments. In addition students are granted a monthly maintenance allowance during the academic year. The course of study will commence at the beginning of the next school year.

#### **University Education**

The faculties of commerce and chemistry have been added to the university this year. Undergraduates in the two other faculties, i.e. science and arts, are now doing their second and third year respectively.

When drawing up the regulations and statutes of the university the authorities concerned thought fit to exchange views with university heads in the Arab world. A conference was thus held on the university premises at Riyadh, attended by all rectors of Arab universities and some deans of faculties. Programmes now correspond to those in Arab and foreign universities so that students will find no difficulty in pursuing higher studies at other universities.



This year, there are 82 students in the faculty of arts, while the teaching staff consists of 3 professors, 2 assistant professors, 5 lecturers and 4 demonstrators. Next year the first group of students will graduate from the history and geography departments.

The number of students in the faculty of science is 20, and there are also 20 undergraduates in the faculty of pharmacology.

This year, there are 58 internal students registered in the faculty of commerce and 26 external students in the faculties of arts and of commerce.

#### **Art Education**

The number of art teachers in secondary schools and teachers' institutes has been raised to 21. These teachers have qualified in institutes for art teachers. Primary school teachers, who are in most cases class teachers, study during the summer vacation training course such subjects as drawing and handwork, and methods of teaching them.

### **AUXILIARY SERVICES**

#### **School Meals**

The number of school canteens has increased in intermediate, secondary and teacher training schools from 18 to 30; there are 83 in primary schools.

#### **"Cleanliness Week"**

Some schools organized a "Cleanliness Week" to rid the district, village or town of all that distorts its beauty. Some took an active part in making gardens, parks and streets look as clean, beautiful and tidy as possible. Efforts are to continue during the summer vacation.

#### **Physical Training**

After the introduction of physical training into the curriculum of various schools, it was decided that a special administrative technical body should be appointed from amongst the Ministry's educational staff; it is composed of a controller and two inspectors general. For each educational zone a superintendent has been appointed to guide teachers, carry out plans and assess the results. This year, the number of physical training masters has risen to 25 with higher qualifications and 32 with intermediate qualifications.

Last year's project concerning the construction of two stadiums is now making good progress. One of them is nearly finished while work on the other will commence fairly soon.

The number of those who took part in formal sports matches for secondary schools has reached 1,908.

#### **School Health**

In 1960 the number of school health units was increased by three, making a total of 17. There has been a corresponding increase in the number of doctors, chemists, nurses and assistants.

The monthly average number of sick students who have attended health units is 950. The total number of those who benefited by medical services during 1959-1960 is 75,460.

The school health department has also taken an active part in the campaign organized by the Ministry of Public Health and other health organizations to combat malaria in areas infested with this disease.

#### **Scholarships Abroad**

This year 143 scholarships were awarded for study abroad.



# SIERRA LEONE

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Decentralization* — *Inspection* — *School Building* — *Private Education* — QUANTITATIVE DEVELOPMENT — *Number of Pupils and Teachers* — ORGANIZATION — *School Year* — *New Courses* — *Fourah Bay College* — TEACHING STAFF — *Training* — *Conditions of Service* — AUXILIARY SERVICES — *Scholarships* — MISCELLANEOUS — *Recommendations of the XXIInd International Conference on Public Education*

### ADMINISTRATION

**Decentralization** In the provinces, the gradual transfer of several of the executive and administrative duties of the Ministry of National Education in the field of primary education to the newly created regional education departments has been continued.

At Freetown, in the colony's rural areas and in the urban district of Bonthe, the present system of administering primary education makes decentralization more difficult than in the protectorate, so that throughout 1959 educational services have remained under the direction of the senior inspector of schools of the colony.

The general policy for public education is dictated by the Ministry of National Education on the advice of its various departments and of three committees concerned with secondary education, technical education and teacher training respectively.

**Inspection** In 1958, the provincial education officers were given the title of inspectors of schools, which better defines their work. Each regional education department has a supervisor of schools who holds executive powers and is responsible to the secretary for education in his area. One important task of these regional administration officials is to supervise the collection of school fees.

**School Building** In the field of secondary education, very satisfactory progress has been made with the school building programme. St. Edward's School and Albert Academy have been built at Freetown. Work on the reconstruction of the following secondary schools continues at a greater rate and will be completed by the end of 1960: the Methodist boys' high school and the Collegiate School at Freetown, St. Andrew's School at Bo, Jaiama School in the district of Koato, and the Taiama School in the district of Moyamba.

The above-mentioned schemes required an expenditure of about 500,000 pounds sterling, most of which came from an allocation made by the Colonial Development and Welfare Fund. A second allocation

<sup>1</sup> From the report sent by the Government of Sierra Leone.



from the same source enabled detailed plans to be drawn up for the construction of a new teachers' training college in the Freetown area and for the reconstruction of the Sierra Leone grammar school at Freetown, the government girls' secondary school at Magburaka, and two trade training centres in the northern province. Work will begin in 1960.

Work has continued on the first stage in the building of permanent accommodation for Fourah Bay College. Other projects of less importance have been completed or are in progress.

#### Private Education

Close cooperation has continued between the government and the missions through the secretaries for education, the Catholic Mission and the United Christian Council.

### QUANTITATIVE DEVELOPMENT

#### Number of Pupils and Teachers

The following statistics show the number of pupils and teachers in primary and secondary schools in 1959 as compared with 1958.

	Pupils			Teachers	
	1958	1959	Difference	1958	1959
<i>Government schools:</i>					
Primary . . .	420	479	+14 %	12	13
Secondary . .	1,437	1,550	+ 7.8%	80	86
<i>Subsidized schools:</i>					
Primary . . .	64,752	69,950	+ 8 %	2,032	2,082
Secondary . .	4,015	4,508	+12.2%	235	243
<i>Independent schools:</i>					
Primary . . .	4,104	4,052	— 1.2%	79	73
Secondary . .	452	750	+65.9%	18	24
Total . .	75,180	81,289	+ 8.1%	2,456	2,521

### ORGANIZATION

#### School Year

For some time it has been thought preferable to begin the school year in September and end it in July, but no steps could be taken to achieve this because the school certificate examinations took place in November. The West African Examinations Council has now taken the necessary steps for this examination to be held in June from 1960 onwards, which has enabled the change in the school year to be made.

#### New Courses

For some years Fourah Bay College has provided courses leading to the B. A. degree. As a result of the report of the Fulton committee in 1954, a faculty of science and a faculty of applied science were set up, and in 1959 courses leading to the B.Sc. degree and the engineering diploma were introduced for the first time.

The activity of the department of extra-mural studies has also been extended by the permanent appointment of a director of studies at Bo and that of two additional assistants in 1959, one for Lunsar and one for Kenema.



Chairs in economics, in English and in mathematics were instituted in 1959.

**Fourah Bay College** The government has approved the recommendations of the committee which proposed the maintenance of the ties between Fourah Bay College and the parent university of Durham, an increase in the university's support to enable the college to provide higher education leading to honours degrees, the adoption of the inter-university council as an advisory board in Great Britain, and the preparation by the competent authorities in the college of a new draft ordinance on the model of the charter normally granted to university colleges. During the year steps have been taken to implement these recommendations, whose aim is obviously to enable Fourah Bay College to take its place as the university college of Sierra Leone. In December it was granted a royal charter conferring on it the rank of university college and designating Her Majesty the Queen as Visitor and the Archbishop of York as its first president.

#### TEACHING STAFF

**Training** In the declaration following the report of the inspection committee on Fourah Bay College in 1958, the government announced its intention to set up a board of teacher training until an institute of education, to be attached to the university college, is opened in a few years' time. The main duties of this board, on which all those directly or indirectly concerned with the training of teachers are represented, are as follows: (a) to study and approve conditions of entrance to training colleges for those without a university degree; (b) to study and approve the course of studies in all training colleges; (c) to coordinate steps taken in connection with the students' teaching practice, in conjunction with the competent authorities; (d) to run further training courses and take all possible steps to enable in-service teachers to continue their studies; (e) to encourage educational research in one or more training colleges; (f) to take the necessary steps to organize examination sessions and to award diplomas to successful candidates (including the appointment of internal and external examiners and of assessors for practical tests); (g) to recommend to the Ministry of Education for permanent appointment those students who have attended courses regularly and have passed the prescribed examinations.

**Conditions of Service** The government has decided to introduce in 1960 a new pensions scheme for teachers providing the same benefits as those received by civil servants.

#### AUXILIARY SERVICES

**Scholarships** The government has continued its policy of awarding a large number of scholarships for secondary education, higher education and teacher training. In 1959, these scholarships (excluding those awarded by government departments to their own staff) were distributed as follows: 615 for teacher training, 1,959 for secondary education, 53 for courses leading to the Higher School Certificate, and 377 for higher studies at Fourah Bay College and abroad.



## MISCELLANEOUS

**Recommendations of the  
XXIInd International Confer-  
ence on Public Education**

Recommendations Nos. 48 and 49 of the XXIInd International Conference on Public Education were thoroughly discussed at a meeting in

January, 1960.

As regards the recommendation on primary school textbooks, the following decisions were taken : (a) to point out to the Minister of Education the need for setting up a committee as soon as possible to study the question of the preparation, selection and publication of school textbooks ; (b) to draw the Minister's attention to the need for recommending to regional education departments that they should allow secondary school pupils to take books home for study. This recommendation has already been implemented.

As regards the recommendation on the supply and training of technical and scientific staff, it was decided to draw the Minister's urgent attention to the fact that : (a) Sierra Leone is one of the least favourably placed countries in this respect ; (b) that more attention should be given to the teaching of scientific subjects in primary schools. At present efforts are being made in this direction, but their success depends largely on the training provided for the teaching staff.



# SINGAPORE

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Educational Policy* — *New Bodies* — *Budget* — *School Building* — PRIMARY AND SECONDARY EDUCATION — *Quantitative Development* — *Time-Table* — *Syllabuses* — *Textbooks* — TECHNICAL AND VOCATIONAL EDUCATION — *Numbers* — HIGHER EDUCATION — *University of Malaya* — *Nanyang University* — TEACHING STAFF — *Training* — AUXILIARY SERVICES — *Study Abroad* — *Adult Education* — *Physical Education and Sport*

### ADMINISTRATION

**Educational Policy** The advent of the newly elected government in June, 1959, brought about a vigorous change in the educational policy of the State of Singapore. This policy is based on three main principles: (a) equality of treatment for the four language streams (English, Chinese, Malay and Tamil), (b) the acceptance of Malay as the national language of the State, and (c) the revision of the curriculum to emphasize practical subjects, such as mathematics and science, to meet the needs of an industrialized society, and to encourage the study of the languages of the State.

The ultimate aim of this policy is to fuse the four streams into one integrated whole.

**New Bodies** A syllabus and textbook standing committee was set up as a sub-committee of the educational advisory council, with further sub-committees to represent the four types of school, and fourteen special committees to cover the various subjects in the school curriculum.

**Budget** In 1959, 63 million dollars out of a total ordinary budget of 268.5 million was spent on education (i.e. 24%). Government expenditure on education in 1959 can be broadly classified as follows (in dollars):

Staff salaries and maintenance of government and government-aided schools . . . . .	56,400,000
Maintenance of the teachers' training college. . . . .	1,400,000
Scholarships and grants for schoolchildren . . . . .	100,000
State scholarships for students at Nanyang University and the University of Malaya . . . . .	1,000,000
Contribution to Singapore Polytechnic. . . . .	1,400,000
Contribution to the University of Malaya and Nanyang University . . . . .	2,700,000
Total . . . . .	63,000,000

<sup>1</sup> From the report sent by the Ministry of Education of Singapore.



**School Building**

All building proposals for 1957 and 1958 were shelved but provision was made in the 1959 estimates for the building of four three-storey primary schools, two single-storey Malay primary schools and two secondary schools. At the beginning of July, 1959, the building programme was "frozen" and it was not until September that funds were released. One primary school started in 1958 was completed in early 1959 and the construction of one three-storey primary school and a half-stream Malay school was begun towards the end of the year.

During the intermission in the building programme the public works department designed a standard four-storey primary school with 24 classrooms for the 1960 building programme and after. This new type of school will be more compact and will therefore be more suitable for densely populated areas where land is scarce. It allows for adaptation to sites of varying configuration and levels without change in its structural design.

### PRIMARY AND SECONDARY EDUCATION

**Quantitative Development** Singapore has one of the highest rates of population growth in the world, and with a natural increase of about 60,000 every year it is to be expected that there will be an increased demand for more schools and more teachers. It is estimated that in seven years' time the number of children attending primary schools will have increased by a third as much again compared with 1959.

The number of pupils attending schools increased during the year by more than 28,000, nearly 22,000 of whom were in primary schools.

Out of a total population of 318,000 children born between 1946 and 1952, who should be in primary schools, only 226,000 are in fact attending school. The problem of providing free primary education for all children of primary school age is formidable. There is first the question of finance, second the provision of school buildings in overcrowded areas where there is a paucity of suitable sites, and third the training of sufficient teachers.

The following statistics show the enrolment in schools of different levels in 1958 and 1959.

	1958	1959	Difference
Kindergarten and infant schools .	5,652	5,629	— 0.4 %
Primary schools . . . . .	244,909	266,625	+ 8.8 %
Secondary schools . . . . .	42,308	48,723	+15.1 %

More than 140,000 of the total number of about 321,000 pupils (44%) attend government schools. Most of the government schools use English as the medium of instruction. All Malay-medium schools are also government schools. Most of the Chinese-medium schools are government-aided. Altogether 211,955 out of the 320,977 pupils in schools received free education in 1959.

These pupils were distributed among the different types of school as follows:



	Government	Government-Aided	Private	Total
English schools				
1958 . . . .	100,719	33,698	10,945	145,362
1959 . . . .	117,765	36,105	9,616	163,486
Chinese schools				
1958 . . . .	4,831	120,774	6,290	131,895
1959 . . . .	6,564	127,387	6,280	140,231
Malay schools				
1958 . . . .	14,213	—	—	14,213
1959 . . . .	15,804	—	—	15,804
Indian schools				
1958 . . . .	—	1,399	—	1,399
1959 . . . .	143	1,313	—	1,456
Total				
1958 . . . .	119,763	155,871	17,235	292,869
1959 . . . .	140,276	164,805	15,986	320,977

The increase in the total number of pupils between 1958 and 1959 was about 9.5%. Detailed increases are as follows: English schools 12.4%, Chinese schools 6.3%, Malay schools 11.2%, Indian schools 4%; government schools 17%, government-aided schools 5.7%. Numbers in private schools have decreased by 7.7%.

**Time-Table** In keeping with the policy of integrating the four types of school, the government introduced the six-day school week to keep in line with the Chinese stream; this will allow for more time to meet the added emphasis in the study of local languages, mathematics and science.

**Syllabuses** To bring about the integration of State education several common syllabuses were issued. With the coming of the present government all syllabuses came under review.

**Textbooks** Textbooks were reviewed and every effort made to get the best possible Malayan versions for a common curriculum. The free textbook scheme continued to operate so successfully that no needy child was deprived of education merely on the grounds of inability to buy school textbooks.

## TECHNICAL AND VOCATIONAL EDUCATION

**Numbers** Technical and vocational education is of comparatively recent development in Singapore. There are two secondary technical schools, three trade schools and three girls' vocational schools. There is also one government commercial school.

The Queenstown and Tanjong Katong secondary schools were established about four years ago, but because of the lack of technical teachers and workshop facilities no technical subjects except technical drawing



were introduced. However, plans are well ahead to transform the two schools into proper technical schools in 1960. The pupils are prepared for the General Certificate of Education examination of the London Associated Board. In 1959, there were 699 pupils at the Queenstown secondary school and 623 at the Tanjong Katong secondary school, making a total of 1,322.

There are three trade schools in Singapore, the Balestier junior trade school, the Malay craft school and the St. Joseph's trade school. The first two are government schools and the third government-aided. These schools admit pupils between the ages of 13 and 16 who have completed their primary education, and provide a pre-apprenticeship course of two to three years' duration. Mathematics, technical drawing and English are included in the curriculum. In 1959 the Balestier junior trade school (mechanics, electricity and radio, building construction) had 332 pupils, the St. Joseph's trade school (mechanics, carpentry, printing, tailoring, cane-furniture making) had 250 pupils, and the Malay craft school (wood-craft) had 67 pupils, making a total of 649.

The girl's vocational high school and the Maris Stella vocational school are both government-aided. Chinese is the medium of instruction in the former and English in the latter. Girls between the ages of 13 and 16 who have completed primary education are admitted and the courses include homecraft, embroidery and dressmaking, nursing and typewriting. A third school, the Geylang craft centre is a government school where the medium of instruction is Malay. Enrolments in the girls' vocational high school number 459, in the Maris Stella vocational school 191, and in the Geylang craft centre 255 (total 905).

Commercial education in Singapore is mainly provided by private schools. There is only one government commercial school, the Outram secondary school, with an enrolment of 484 boys and 13 girls in 1959. The students are prepared for the London Chamber of Commerce examinations.

The Singapore Polytechnic has been reorganized and in 1959 courses in engineering, building and architecture, and science and technology were started. In 1960 the general education and stenography courses are to be discontinued and more stress will be given to technical courses. It has been decided to set local examinations instead of preparing the students for external examinations but there is no restriction on students taking external examinations if they wish to do so. Enrolments in the Singapore Polytechnic in 1958-1959 numbered 700 full-time students and 2,846 part-time students.

## HIGHER EDUCATION

**University of Malaya** The University of Malaya ordinance of 1958, which became effective in January, 1959, provided for the establishment of one university composed of two largely autonomous divisions of equal status, one in Singapore and one in Kuala Lumpur.

The University of Malaya in Singapore has faculties of arts, science and medicine (including dentistry and pharmacy). The school of education is also attached to the Singapore division.



Full-time student enrolment at the University of Malaya in 1958-1959 was as follows: arts 639, education 53, law 75, science 171, engineering 100, medicine 433, dentistry 89 and pharmacy 12, making a total of 1,572 students, of whom 1,472 are in the Singapore division and 100 in the Kuala Lumpur division.

**Nanyang University** The Nanyang University was inaugurated in 1958. In 1958, with the concurrence of the Nanyang University authorities, the government set up the Prescott commission to look into the academic standards of the university, the adequacy of the teaching staff and equipment, etc.

The Prescott commission recommended the formation of an *ad hoc* committee to study the reorganization deemed necessary. This *ad hoc* committee was appointed in July, 1959, and completed its sittings in November. The government has since accepted, in principle, its main recommendations.

A new science block was completed for use in March, 1959.

The results of the first graduation examination held in December, 1959, were 437 passes out of which 201 were arts students, 132 science students and 104 commerce students. Student enrolment at the university for 1959 was 805 arts students, 611 science students, and 284 commerce students (total 1,700).

#### TEACHING STAFF

**Training** The Singapore teachers' college has grown into one of the largest teacher training institutions in South-East Asia. It now has a library, two science laboratories, an arts and crafts block, an audio-visual aids studio, specially equipped rooms for mathematics, history and geography, and special equipment for physical education.

In 1950 the college trained teachers in the English medium only. Training of teachers in the Chinese medium began in 1954 and in 1957 the college also assumed responsibility for training Malay teachers. In 1959 the college conducted a two-year full-time certificate course in the English and Chinese media, a three-year part-time course in English, Chinese and Malay, and a special course in Malay only. In keeping with the policy of encouraging the study of Malay as the national language, the college introduced a special course in Malay for more than 1,500 qualified teachers.

In 1959, there were 3,826 students at the teachers' college (2,080 men and 1,740 women). The number of teachers who completed their training in 1959 was 599.

#### AUXILIARY SERVICES

**Study Abroad** As students going to the United Kingdom for further study often meet with difficulties regarding accommodation, admission or finance, most institutions will not now admit students unless they are sponsored by the government of Singapore. The Malayan students department and the British Council cooperate with the Ministry



of Education in the sponsorship programme for the United Kingdom, and there is a similar arrangement with the liaison officer for Malayan students in Australia. Courses most popular with Singapore students going overseas are: teaching, accountancy, law, economics, architecture, medicine, civil engineering and electrical engineering. The number of private students known to be studying overseas are: 1,200 in Australia, 663 in the United Kingdom and 119 in the U.S.A. (total 1,982). In addition, 12 officers went abroad in 1959 to study audio-visual aids, methods of teaching the blind, wood and metal work, commerce, etc. Fourteen others returned from studying abroad in 1959.

#### **Adult Education**

Before the new government took office, adult education was almost completely in the hands of the Singapore council for adult education, the bulk of whose work was done in the field of basic education. The monetary assistance received by the council from the government for 1959 was 500,000 dollars. The student enrolment for these classes was about 14,000 in 1958.

When the new government took office the council's efforts were supplemented by the government's own scheme of popularizing the national language, Malay. It also began enrolment for literacy classes to start in 1960, which brought the total enrolment to approximately 37,000.

In view of the urgent need to provide education for the large number of pupils who cannot find places in schools and the even larger number of adults who have not received any education at all (the illiteracy rate is approximately 33%), the government considered it desirable to centralize the organization and administration of adult classes. With this purpose in view the government decided that a statutory board should take over the functions of the Singapore council for adult education as from the beginning of 1960.

In 1959 the numbers of students in adult education classes were: government Malay classes, 10,597; council for adult education classes: English 6,686, Chinese 4,890, Malay 4,246 and Tamil 125 (total 15,947). The total number of adults in such classes reached 26,544.

#### **Physical Education and Sport**

In August, 1959, four physical education specialists returned from England; two were attached to the teachers' training college and two to the inspectorate. Every type of major game was played in the schools and facilities for swimming improved since pupils were allowed the free use of all public swimming pools. Gymnastics has taken a firm hold in all secondary schools, and girls' schools showed a keener interest in hockey and basketball. The facilities of the Singapore youth sports centre were put at the disposal of the Ministry of Education, and organized coaching in basketball, badminton and gymnastics was given by the instructors of the centre in most secondary and middle schools. Inter-school and inter-state competitions were organized in all the major games, which encouraged greater intermingling of students from all the language groups.

One problem has been the lack of sufficient playing fields for many of the Chinese, Malay and Indian schools, but arrangements were made for sharing the facilities of more fortunate schools.



# SPAIN

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — Budget — School Building — QUANTITATIVE DEVELOPMENT — Number of Pupils and Teachers — ORGANIZATION — Free Schooling — Duration of Studies — Coordination — New Courses — Vocational Education for Women — CURRICULA, SYLLABUSES AND METHODS — New Curricula — Teaching Methods — One-Teacher Schools — TEACHING STAFF — Recruitment — Training and Further Training — Status — AUXILIARY SERVICES — Scholarships — Popular Education — Disabled Children

### ADMINISTRATION

#### Budget

During the last five years, the government has almost doubled allocations for educational purposes, as can be gathered from the examination of the bi-yearly budgets of the Ministry of National Education from 1956 to 1960: 1956 and 1957, 2,856,163,733 pesetas; 1958 and 1959, 4,327,554,826 pesetas; 1960 and 1961, 5,618,707,992 pesetas.

Expenditure in 1959 totalled 4,808,182,192 pesetas, so that the increase for 1960 and 1961 was 810,525,800 pesetas (+16.9%).

#### School Building

For primary education, the national school building plan continues at the pace foreseen. On 31st December, 1959, the situation of this plan was as follows:

	School Units	Teacher's Houses
Buildings finished. . . . .	5,000	3,315
Buildings about to be finished . .	1,175	739
Buildings under construction. . . .	6,704	4,906
Total . . . . .	12,879	8,960

With the 5,000 recently finished schools, the number of national primary schools on 31st December, 1959, was 92,984.

Under the general plan for the renovation of teacher training schools, the new buildings of the schools at Albacete, Castellón, Logroño, Lérida, Málaga and Orense were inaugurated during 1959-1960. Work is being carried out on the schools at Alava, Bilbao and Palencia; renovation work has been started on the schools at Barcelona, Guadalajara, Seville, Soria and Valencia. During the next two years, the 107 teacher training schools belonging to the government will have the buildings and modern equipment required.

Twenty new centres for medium level vocational teaching (*laboral*) were constructed or renovated during 1959.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. J. TENA ARTIGAS, Delegate of the Spanish Government.



Allocations for the modernization of buildings and installations for technical schools have been doubled as compared with the previous year. The buildings for the schools of arts and art trades at Soria, Santiago, El Grao (Valencia) and Seville have been terminated.

At higher level the faculty of science of the University of Oviedo, the faculty of pharmacy of the University of Granada, the medical pathology building of the annex hospital of the faculty of medicine at Granada and three higher schools (*colegios mayores*) at the University of Madrid have been completed.

### QUANTITATIVE DEVELOPMENT

#### Number of Pupils and Teachers

The last definite statistics are for the school year 1958-1959. They may be compared with those for 1957-1958.

The most important event is the considerable increase in enrolment in technical schools. From 1957-1958 to 1958-1959, the number of students enrolled in secondary technical schools has increased from 19,500 to 24,222 (not including health assistants schools), i.e. an approximate increase of 25%. This tendency has continued during the present school year, in which the number of students reached the figure of 27,749, a further increase of about 15%. The increase is even more marked at higher level where the number of students rose from 4,854 in 1957-1958 to 8,305 in 1958-1959; here also the tendency to increase has continued during the present school year when the number of students reached the figure of 10,660. In consequence, the increase for higher technical studies was 100% in two years.

This development of technical studies is evidently due to the law on the organization of technical studies of 20th July, 1957, whose effectiveness is thus fully proved in practice.

The partial figures for 1959-1960 point to a substantial increase in the numbers for general secondary education and in the schools of fine art and art trades. On the other hand there has been a reduction in the figures for commercial schools which has continued in the present school year; according to the latest data the figure is only 19,941. This decrease has been due to modifications introduced by the law of 1957 requiring the junior high school certificate for enrolment in these schools and reducing the number of years in the course.

	Teachers			Pupils		
	1957-58	1958-59	Difference	1957-58	1958-59	Difference
<i>Primary</i> . . . . .	91,080	93,924	+3.1%	3,614,732	3,726,492	+3.1%
<i>Secondary</i>						
General high schools .	31,765	4,342 <sup>1</sup>		405,000	421,346	
Vocational high schools	1,406	1,437 <sup>1</sup>		12,872	15,530	
Vocational training . .	2,674	2,620		56,358	58,531	
Commercial schools . .	1,389	1,362		52,932	29,871	
Teacher training . . .	2,046	2,438		43,299	36,581	
Total . . .	39,280	— 1 1		570,461	561,859	-1.5%

<sup>1</sup> Official teaching only; the difference per cent for the number of teachers in secondary education cannot therefore be calculated, as the data are not comparable.



	Teachers			Pupils		
	1957-58	1958-59	Difference	1957-58	1958-59	Difference
<i>Secondary Technical</i>						
Agricultural . . . . .	152	152		1,210	2,046	
Building . . . . .	121	121		1,327	2,610	
Industry . . . . .	993	993		12,354	17,117	
Mining . . . . .	94	94		1,559	1,784	
Forestry . . . . .	8	8		25	87	
Public works . . . . .	17	17		201	224	
Telecommunications . . . . .	—	21		—	190	
Topography . . . . .	—	25		—	164	
Sanitation . . . . .	137	137		2,093	2,142	
Total . . . . .	1,522	1,568	+ 3%	18,769	26,364	+40.4%
<i>Art Teaching</i>						
Art trades . . . . .	1,029	983		21,713	19,146	
Conservatories . . . . .	—	604		—	37,264	
Schools of fine art . . . . .	—	110		—	863	
Total . . . . .	1,029	1,697	+64.3%	21,713	57,273	+163.72%
<i>Higher Education (including higher technical education)</i>						
Science . . . . .	855	857		16,211	15,063	
Political and economic science . . . . .	218	220		4,142	5,104	
Law . . . . .	842	847		18,652	16,936	
Pharmacy . . . . .	193	194		4,902	5,676	
Philosophy and letters . . . . .	802	801		6,940	6,859	
Medicine . . . . .	1,059	1,072		14,018	13,832	
Veterinary medicine . . . . .	208	208		2,065	1,221	
Aeronautics . . . . .	38	46		187	392	
Agriculture . . . . .	52	49		371	604	
Civil engineering . . . . .	45	44		421	828	
Industry . . . . .	172	318		1,944	3,507	
Mining . . . . .	59	57		385	495	
Forestry . . . . .	38	40		252	301	
Naval engineering . . . . .	45	57		221	328	
Telecommunications . . . . .	52	42		247	431	
Textiles . . . . .	45	45		307	275	
Architecture . . . . .	97	103		519	747	
Total . . . . .	4,820	5,000	+3.73%	71,784	72,599	+1.1%

## ORGANIZATION

**Free Schooling** The regulations of 1st August, 1959, extend free schooling to new categories of Secondary School pupils; in addition the cases fixed by the regulations in force, free tuition may exceptionally be granted to good students with small incomes, whom the strict application of the regulations would exclude.

**Duration of Studies** In technical studies, the school year has been increased by one month.

In medical studies, the decree of 23rd September, 1959, has done away with the selective course that students had to take in the faculty of science before admission to the college of medicine. The first year in the college of medicine is now selective. Medical studies are thus reduced to six years, which will allow students to devote more time to specialization.



The educational cooperation agency has distributed 112 articles of a cultural nature among national newspapers, 50% of which have been published.

Finally, the cultural initiation library now has 227,500 volumes which are in constant circulation. This is in addition to the national reading service run by the general department of libraries and archives.

**Disabled Children**

The general department of vocational education inaugurated in October, 1959, the institute for the re-education of the disabled, which is residential and caters for 100 disabled children, the majority of whom are poliomyelitis cases. Besides medical attention, these children receive vocational training which will enable them to earn their living.



# SUDAN

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Planning* — *Administrative Services* — *Inspection* — *Budget* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Pupils and Teachers* — ORGANIZATION — *Compulsory Schooling* — *Girls' Education* — CURRICULA, SYLLABUSES AND METHODS — *Textbooks* — TEACHING STAFF — *Training* — *Further Training* — AUXILIARY SERVICES — *Adult Education*

### ADMINISTRATION

#### Planning

The committee appointed to explore the possibilities of changing the educational system from three stages of four years to two stages of six years has now submitted its report to the Minister of Education, which has decided that another Unesco expert on educational planning should be called in to study means of enforcing the committee's recommendations. The expert will be asked to advise which points of the report should be implemented first and to prepare financial estimates for the five-year plan embodied in the report. The expert has now been appointed and is travelling about the country visiting educational institutions. He is making contacts with members of the planning committee and studying the documents relating to the report, and will spend some time in the institute of education at Bakht er Ruda, where he will discuss the training of teachers with those responsible for it. Before the end of 1960-1961, a final decision will be taken on this report.

#### Administrative Services

Some changes were made during 1959-1960 in the administrative system of the Ministry of Education in order to cope with the increasing internal activities of the Ministry and its growing cultural relations with the outside world. Some new posts had to be created. Three new cultural attachés have been appointed, one for America, one for Western Europe and a third for Eastern Europe, to cope with the increasing number of Sudanese students sent to these countries for further education. Before this, there were only two cultural attachés, one in the United Arab Republic and one in the United Kingdom.

A new post of assistant director of education has been created to deal with educational relations with other countries.

#### Inspection

Inspection of lessons was carried out by provincial education officers and their assistants, helped by the staff of the institute of education during their vacation. Expansion in schools has left provincial education personnel with little time for inspection as they are

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. B. A. RAHMAN, Delegate of the Sudanese Government.



mainly occupied by administrative work. It is obvious also that the institutes cannot effectively inspect the large number of schools in the limited vacation period. The intention is now to attach to each provincial education office a team of inspectors who will mainly be concerned with technical inspection of schools. It is hoped that they will start work in July, 1960. The old procedure of having separate inspectors for girls and for boys has now ceased. A former officer has been appointed to inspect the military training given in the top two classes of secondary schools. The benefit conferred by this training has been so convincing that it is being extended to all secondary school classes.

#### **Budget**

The Ministry of Education budget has risen from 8,897,863 Sudanese pounds in 1958-1959 to 9,187,927 pounds during 1959-1960. This shows an increase of 290,664 pounds (+3.26%). Expenditure incurred by the local authorities in 1958-1959 was 22,596 Sudanese pounds. During 1959-1960 the local authorities contributed 25,635 pounds (+3,040 pounds).

#### **School Building**

The Ministry was mainly interested in lowering the cost of building schools in view of the country's limited financial resources. The projects made by a Unesco expert, which were described in the 1959 Yearbook, could unfortunately not be executed.

Efforts are now being made to build with materials suited to local conditions; mud brick buildings are now being erected in the rural areas of the northern province for purposes of experiment.

The rising cost of materials as a result of high customs dues is hampering the execution of buildings estimated before the rise in customs rates.

In the year 1959-1960, twenty-eight primary schools were built. A sum of 875,000 Sudanese pounds was spent on the building and improvement of schools. Last year's figure was 504,750 pounds, so that the increase is about 60%.

### **QUANTITATIVE DEVELOPMENT**

#### **Number of Pupils and Teachers**

The statistics given below show the number of pupils and of teachers in 1958-1959 and 1959-1960, and the rate of increase. Some of these figures differ from those published in the Yearbook for 1959. It can be seen that there was marked progress in all kinds of schools, especially in technical education. There is a large increase in the number of junior elementary schools; the Ministry, however, intends to convert these schools into senior elementary schools (4 years' duration).

As far as religious (Islamic) education is concerned, the number of teachers has risen from 349 in 1958-1959 to 397 in 1959-1960. The number of pupils, which was 6,338 in 1958-1959, was 7,437 in 1959-1960. This tendency to increase shows the attraction which this type of education has with the people of the country. Measures have been taken, however, to achieve integration between secular and religious education.



	Teachers			Pupils		
	1958-59	1959-60	Increase	1958-59	1959-60	Increase
Junior elementary schools (boys and girls)	2,481	3,251	31 %	107,460	118,907	10.6%
Elementary schools (boys)	2,566	2,649	32 %	109,975	116,998	6.4%
(girls)	913	1,071	17.3%	41,522	42,935	3.4%
Intermediate schools (boys)	817	834	2 %	17,700	18,794	6.1%
(girls)	131	178	35.8%	3,005	3,427	14 %
Secondary schools (boys)	263	302	14.8%	4,947	5,143	3.9%
(girls)	28	35	25 %	413	490	18.6%
Elementary teacher training (boys)	50	57	14 %	449	527	17.3%
(girls)	26	28	7.6%	177	207	16.3%
Intermediate teacher training (boys)	19	29	52.6%	100	156	56 %
Technical schools						
Intermediate	81	115	41.9%	1,390	1,413	1.7%
Post-intermediate	16	32	100 %	225	277	23.1%
Secondary	18	18	—	322	351	9 %
Higher technical institute	69	80	15.9%	325	445	36.9%
University of Khartoum	142	158	11.2%	964	1,216	26 %

The following statistics relate to the number of pupils and teachers in non-government schools, which are run by the Arab educational mission, the Catholic, American, and Church missionary societies, and the Greek, Indian, Armenian, Arab and French communities.

	Pupils			Teachers		
	1958-1959	1959-1960	Increase	1958-1959	1959-1960	Difference
Kindergarten . . . .	2,109	2,187	3.8%	55	57	+ 3.7%
Elementary . . . . .	6,322	7,265	23.3%	262	323	+14.9%
Intermediate . . . . .	9,382	9,241	6.4%	265	282	— 1.5%
Secondary . . . . .	3,997	5,395	37.6%	271	373	+34.9%
University . . . . .	814	1,043	30 %	30	39	+28.1%

## ORGANIZATION

**Compulsory Schooling** The country is still, and will be for many years to come, incapable of enforcing universal compulsory education. Education is however given free during the first four years, i.e. between the ages of 7 and 11. In the two succeeding stages (the intermediate and secondary), the fees paid by the parents are too small to cover the cost of educating the children. The number of years' study is unchanged in all types of school.

**Girls' Education** Some radical changes have taken place in girls' education, e.g. in the setting of syllabuses, the training of teachers, etc., which was hitherto left entirely to a special inspector. Parents are now



# SWEDEN

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Implementation of the Administrative Reform — Inspection — Budget — School Building* — QUANTITATIVE DEVELOPMENT — *Number of Teachers and Pupils* — ORGANIZATION — *Extension of the Schooling Period — Length of the School Year — New Types of Course* — CURRICULA, SYLLABUSES AND METHODS — *Curricula — Foreign Languages — Civic and Moral Education — Social Education — Vocational Guidance — Special Instruction — Methods of Teaching Mathematics* — Audio-Visual Aids — *Textbooks* — TEACHING STAFF — *Shortage — Training — Further Training* — AUXILIARY SERVICES — *School Meals — Education for the Handicapped — Adult Education*

### ADMINISTRATION

#### Implementation of the Administrative Reform

The administrative decentralization mentioned in last year's report on educational developments has been consolidated. The new school boards and county school boards have worked very satisfactorily. The new administration has led to more efficient and comprehensive school planning. Of particular importance has been the influence of county school boards on planning the senior stages of education in the municipalities.

The new system of administration has also resulted in a more uniform approach to the appointment of teachers. After consultations with the teachers' organizations the Board of Education has laid down uniform norms for the evaluation of merits when filling posts, and these norms have been fully applied during 1959-1960.

#### Inspection

It was pointed out in the previous report that the primary function of the county school board was the inspection of compulsory schools. The Board of Education has published general instructions for carrying out this inspection. During 1959-1960 twelve county school boards have also inspected certain secondary schools.

#### Budget

State grants for educational purposes in 1959-1960 (to the nearest million crowns) and the increase over 1958-1959 are as follows:

	1958-1959	1959-1960	Increase %
Compulsory schools . . . . .	830	903	8.8
Secondary schools . . . . .	336	353	5
Vocational training schools . . .	95	137	44.2
Universities . . . . .	154	168	9
Miscellaneous. . . . .	140	151	7.8
Total . . . . .	1,555	1,712	10

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mrs. K. LUNDSTROM, Delegate of the Swedish Government.



The budget for all State expenses in 1959-1960 amounted to 12,576 million crowns, an increase of 936 million crowns over the previous year. Thus about 13.6% of State expenditure went to education (in the previous year 13.4%.)

**School Building** As in the previous year, the Board of Education has strongly emphasized the importance of increased investments in the sphere of school building.

As regards the school buildings liable for State grants (primary schools, lower secondary schools, unattached State lower secondary schools, municipal girls' schools, municipal secondary schools, practical lower secondary schools and vocational schools), about 250 million crowns were invested in 1959-1960 for general schools and about 78 million for vocational schools.

In addition, 15 million crowns are to be used for the building and maintenance of schools which receive no State grants, such as the upper secondary school. Thus the total expenditure on building for general and vocational schools amounts to about 350 million crowns, of which about 140 million crowns are granted in order to secure full employment within the building industry.

State grants amounting to 82.6 million crowns have been allocated for general school buildings during the budgetary year 1959-1960 (69.7 million in 1958-1959) and 33 million for vocational schools (12 million in 1958-1959). In addition the labour market board was allocated 23-30 million crowns for school buildings to assist its measures designed to maintain full employment.

As part of the State scheme for the rationalization of the building industry, the national committee for building research published two reports in 1959-1960. The first is called "Standard Plans and School Building Costs" and the second "School Huts". Educators and architects have taken part in the planning commission's work.

The report on standard plans points out the relatively small difference (a maximum of 4-5%) in the estimates of the building costs for the various types of plan suggested, i.e. a building with a corridor on the side on 1, 2 and 3 floors, a building with a central corridor on 1, 2 and 3 floors, a building with a central cloakroom on 1 and 2 floors, and a three-storeyed single-block building.

The choice between these different types of building depends on circumstances and in particular on the degree of resistance of the soil. The pamphlet on school huts contains standard designs, technical descriptions, and the text of the regulations governing State subsidies for the construction of school huts. The aim is to guarantee the quality of plans for this type of building, which is becoming increasingly common, so that the sums invested will be used for the construction of school premises that are really suitable for their purpose.

#### QUANTITATIVE DEVELOPMENT

##### Number of Teachers and Pupils

The following information concerns the number of teachers and pupils in the different types of school in October, 1959, with the percentage increase over 1958-1959.



	Teachers	Increase%	Pupils	Increase%
Compulsory schools . . . . .	36,816	0.6	839,000	0.1
Secondary schools . . . . .	11,016	7.1	215,306	4.3
Vocational schools . . . . .	—	—	153,326	6.1
Higher education . . . . .	1,576 <sup>1</sup>	10.4	29,471	9
Teacher training colleges . .	286	5.9	3,801	8.1
Folk high schools . . . . .	—	—	12,218	2.6

<sup>1</sup> In addition to 1,542 assistants and officials.

This table shows that the school population in compulsory schools in the previous year was more or less constant. The slight increases in the number of teachers in these schools is the result of the successive reduction in the number of pupils per class prescribed by the primary school statute and begun during the school year 1959-1960.

The number of pupils in secondary schools continues to increase, partly because of the high birth-rate during the 1940's and partly because application for entrance to these schools is still tending to become more common. Thus the number of pupils in the first class has increased from 13% of the age-group around 1930 to 40% today in the lower secondary stage and from 4% to 20% in the upper stage.

The continued development of secondary education is illustrated especially by the increase in the number of those taking the students' examination. For 1959 the figure is estimated at about 8,400, which is twice as many as ten years ago. In the middle of the 1960's the corresponding figure is expected to be about 13,500. The number of girls taking the examination now amounts to 45% of the total, compared to a third before the war, and in a few years will provide half the candidates. The number of persons holding the certificate (2% 30 years ago) amounts to 8% of the age group and is expected to rise to over 10%. If the final examinations at technical secondary schools and teacher training colleges are included, the proportion of the age-group has increased from 3% at the beginning of the 1930's to 12% at present, and is expected to rise to 15% in a few years' time.

## ORGANIZATION

### Extension of the Schooling Period

Experimental work with the nine-year compulsory comprehensive school has been further extended and is now being carried out in 217 municipalities (143 in 1958-1959) covering 30.8% of the total population of the country (22.8% in 1958-1959).

The last six-year nomadic school has been changed to a seven-year compulsory school. Continuation courses for nomad children after the completion of the seventh school year consist of a summer course, which is either a general knowledge course or entails field studies in the mountains.

### Length of the School Year

An attempt has been made in the town and county of Stockholm, with the assent of the government, to coordinate the beginning and end of the school year for primary and secondary schools. The primary schools have used four days at the beginning of the autumn term to plan the work of the coming school year. Thus the pupils have



been free from school on these days, while the teachers, under the direction of the headmaster, have taken part in lectures and group meetings at which such questions as methods, the selection of material, discipline and order, and cooperation between different schools and stages, etc. have been treated.

**New Types of Course** In several primary schools and experimental schools, classes have been set up in which more time is provided for art education. In Lund this has been done by lengthening the period of studies by one year. In other places the time-table has been modified, e.g. by making handicrafts and drawing one subject comprising more advanced studies of such subjects as colour, material and composition, as well as interior decoration and design. In other cases, the subject "knowledge of trades and professions" has been replaced by certain preparatory instruction in music and dancing.

Of particular interest is the introduction of a new branch in the ninth year designed for technically and mathematically gifted pupils who are less suited for linguistic studies. Thus most emphasis is laid on mathematics, physics and chemistry. In addition a number of hours are devoted to technical drawing and the study of materials and tools. Pupils with good marks in these subjects can proceed to a technical lycée or to other technical institutes. In the school year 1958-1959 this course was tried out in two municipalities and this year in 20 municipalities. In all, 8.8% of the pupils in their ninth year in these municipalities have chosen this course.

#### CURRICULA, SYLLABUSES AND METHODS

**Curricula** In connection with the experimental work for the nine-year comprehensive school, the revised curricula came into force in 1958-1959. A supplement containing detailed drafts of syllabuses and pedagogical instructions has been published.

**Foreign Languages** To a limited extent a method of teaching the first foreign language to classes I to IV without textbooks has been tried out. The Board of Education has carried out these experiments in collaboration with the phonetics laboratory of the University of Stockholm. In this method the use of picture strips and recorded tapes is combined. Some variations on this method have been tried out at the State experimental school in Linköping.

The main purpose of the method is to give the pupils a good foundation before the normal introduction of systematic English teaching in the fifth class. The transition from English without books to normal instruction in class V must be as smooth as possible in order not to spoil the results achieved. Preliminary instructions for this transition have been given for 1959-1960.

A committee has investigated on behalf of the Board the possibility of introducing the teaching of Russian in secondary schools in the two branches of the mathematics and science stream and in the social branch of the general course. In May, 1960, parliament decided to take this step. Pupils in the two highest classes of the lycée may also choose to study Italian.



**Private Schools**

Registered private schools do not enjoy any form of grant from the government. They are self-supporting, but they enter their pupils for government examinations. The number of registered private high schools has risen from 325 to 372, that of middle schools from 286 to 317, and that of primary schools from 273 to 276. Enrolment has increased from 42,568 to 86,138 pupils in high schools, from 23,421 to 26,197 in middle schools and from 19,964 to 20,496 in primary schools. The curriculum followed in these schools is nearly the same as in State schools.

**ORGANIZATION****Compulsory Education**

The pilot project on compulsory primary education started in 1951 is still in operation in the suburban areas of Rangoon. During 1959-1960 there were 17 primary schools with an enrolment of 3,448 children and 69 teachers in these areas. Although the area of compulsion has not yet been extended, more primary schools are being opened in preparation for the enforcement of the compulsory primary education act.

In accordance with the recent recommendation of the regional seminar on compulsory primary education for South and East Asia, the problem of making universal compulsory primary education in Burma an accomplished fact by 1980 at the latest, with unilateral or multilateral assistance through Unesco, is being examined.

**Structural Changes**

Beginning from 1960-1961 the structural pattern of education will be modified by the addition of one year to secondary education, so that the system will comprise four stages of 4, 3, 3 and 4 years respectively, instead of 4, 3, 2 and 4 years as previously.

The combined high school final and matriculation examination will be split into two: the high school final examination will be taken by pupils completing the ninth school year and the matriculation examination by pupils who have passed the high school final examination one year previously.

**CURRICULA, SYLLABUSES AND METHODS****Modifications**

As a measure of economy the post of the curriculum development officer was abolished and his specific duties assigned to the education research officer in the divisional inspectorate.

In the primary schools greater importance has been given to the teaching of Burmese and elementary mathematics.

Bulletins on educational thought and practice and on the merits of modern teaching methods are prepared by the central curriculum committee and distributed to State schools. The curriculum is subjected to modification and revision by the central curriculum committee, with the help of the district committees to make it locally or regionally suitable.

The curriculum at the secondary stage remains the same as in the previous year. It is anticipated that a slight modification in the classification of compulsory and optional subjects might be introduced as a result of the separation of the high school final and matriculation examinations. The change will result in raising the standard of instruction at



the university and providing diversified courses to suit the pupils' particular interests, aptitudes and needs.

**Textbooks** The new textbook committee, responsible for the selection and approval of books for use in schools, has started functioning. It has received a large number of applications for approval.

Measures have been taken to cut down the prices of books, particularly those used in the primary classes, by about 50%.

State schools continued to distribute some textbooks at cost price to those who buy them for loan free of charge to pupils who cannot afford them.

In 1958-1959, 1,036,704 kyats' worth of books (94,387 copies) covering 40 titles were distributed to State schools. During 1959-1960, only 5,395 kyats' worth (3,962 copies) covering 57 titles were distributed. The scheme for the free distribution of books is being withdrawn gradually.

### TEACHING STAFF

**Training** The curriculum of the faculty of education at the University of Rangoon, and techniques of teacher training, have been modified so that teachers trained can maintain a proper balance between theory and practice.

**Conditions of Service** In order to attract persons of good academic attainment to the teaching profession, special allowances are given to teachers with university degrees and professional training, beginning from the 1st June, 1959.

### AUXILIARY SERVICES

**Scholarships** An increase in both the number and value of scholarships has been sanctioned. Free tuition is granted to about 10% of the total school enrolment, children of teachers enjoying priority, provided their progress has proved satisfactory.

The following scholarships are being awarded annually: college, 100 scholarships for 4 to 7 years; high school, 250 scholarships for 2 years; middle school, 2,000 scholarships for 3 years.

**Educational Broadcasts** With external aid, a large number of schools are now equipped with wireless receiving sets. A programme of school broadcasts has been drawn up and broadcast lessons are given regularly.

**Youth Movements** Boy scouts, girl guides, debating societies, athletic clubs, school councils, excursions, hobbies, etc. continue to be popular. The active participation of pupils and support given by parents shows the importance attributed to this kind of activity.

**Educational Guidance** Cumulative record cards have been introduced; items incorporated in the card form a reliable basis for educational guidance work. An abstract of the record card is embodied in the leaving certificate. Teachers are being shown how to compile the cumulative records. A new form of report card has been introduced to mark the pupils' weekly and monthly progress.



**Civic and Moral Education**

The Board of Education has sent a special circular to all the teachers in the country reminding them that all curricula, regulations and instructions aim, in all subjects, but especially in religion, history and civics, at teaching the pupils consideration for others, respect for the individual, and aversion from all forms of oppression. One of the most important tasks of the teacher and educator is to watch attentively for any tendencies to behave in a manner which shows contempt for human rights.

**Social Education**

The Board of Education has published "General Instructions for Teaching and Education in the Senior Stages of Schools" to replace those published by the Board in 1935. Special attention has been given to aspects of school life which have become more important in recent years, e.g. the school and society, school and the home, day-to-day work in the schools, discipline and order, social welfare arrangements in the schools, educational and vocational guidance, and pupils' free-time activities.

In last year's report an account was given of measures to make civics an independent subject in upper secondary schools. On 26th February, 1960, the Board put forward proposals for a new subject, civics, but without increasing the burden on pupils. The hours assigned to history with sociology have been divided between history and civics. The Board of Education has stressed the importance of limiting the material taught to the most important aspects of both subjects.

**Vocational Guidance**

Guidance of pupils in the advanced stage of the comprehensive school as to their choice of studies and occupational field has as a rule been organized so that it is shared by the school and labour market institutions. Work here has included the provision of information about different occupations and a study of these occupations in the hours devoted to civics, and individual guidance in pupils' studies and choice of profession. The number of vocational guidance teachers was 85, to which must be added 12 directors of studies in the field of vocational guidance and practical subjects.

Instruction about occupations, or theoretical vocational guidance, comprises about 10 hours in the seventh class, 30 in the eighth and 10 in the ninth. This instruction raises a number of questions as regards method. The very extensive material provided by the labour market board (dictionary of professions, loose-leaf series and pamphlets) is the most important technical aid of the vocational guidance teacher. As a rule boys and girls are taught together in the theoretical guidance lessons.

Close contact is obviously maintained with the parents, who are informed of what is taking place and invited to meetings. During the school year 1958-1959 about 900 meetings were held in 103 municipalities. Only 2 municipalities with an advanced stage seem not to have organized any such meetings.

Practical vocational guidance in the eighth class continues to rouse great interest. Usually the pupils spend four weeks in industry or commerce, as a rule in two periods of two weeks or four periods of one week. In most cases the pupils acquaint themselves with two or three professions. According to labour market board figures, 25,811 trainee courses of this type were arranged during the school year for pupils in the eighth class.



Industrial occupations dominate among the boys, while commerce, office work, and various types of hospital work attract girls. The statistics also show that more boys than girls take part in practical vocational guidance. One of the reasons for this is that more boys than girls choose combinations of subjects with only one or no foreign language.

Individual guidance widens the pupils' knowledge of different professions and training courses, of the possibilities which exist within the labour market, and of their own aptitudes.

#### **Special Instruction**

Special instruction for pupils who find it difficult to adapt themselves to school life were arranged for the first time during the school year 1959-1960. This type of instruction, which is intended for those whose difficulties are of a temporary nature, has the double aim of bringing a favourable influence to bear upon pupils who disturb the work of the class. The experience of the first year has been limited but good. In all cases where special instruction has been arranged satisfaction has been expressed.

Experimentally, two Stockholm lycées have this year provided special instruction for pupils who have reading and writing difficulties.

#### **Methods of Teaching Mathematics**

An investigation has been made on behalf of the Board of Education on greater uniformity in arithmetical terminology and on methods of teaching elementary mathematics. In April, 1960, the Board of Education discussed the proposals put forward by the commission, and decided to issue certain regulations concerning uniformity of terminology and method on some points, and at the same time to make certain recommendations or allow teachers to choose between two or more methods of approach. Both the report of the commission and the decisions of the Board will be published for public consultation.

#### **Audio-Visual Aids**

During 1959-1960 a special group of experts within the school commission made a report on the use of audio-visual aids in teaching. The report attempts to analyze difficulties in the way of an extensive and proper use of these aids and makes a number of proposals. The training of teachers has a key position in this respect. In addition, the schools must be well equipped and the teachers must have easy access to these aids. The report devotes much attention to the integration of the aids both in individual lessons and in the instruction for the whole school year.

In the spring of 1959 Swedish Radio carried out an inquiry into the use of television in schools. As a result, experimental school television broadcasts will begin in the spring of 1961. A number of experiments have already been made during 1959-1960.

The Scandinavian cultural commission has appointed a special committee to coordinate the production of films for teacher training and other instructional films in the Scandinavian countries. The population in the Scandinavian countries taken individually is so small that the financing of film production is a big problem. The committee has also recommended that instruction about films should form part of the school curriculum since pictures in different forms have come to play an increasingly important part in cultural life. It is suggested that 5-10 hours of



the time spent on Swedish and on drawing should be devoted to the knowledge of films.

#### **Textbooks**

The Board of Education has investigated the provision of pupils with textbooks and the cost of these books. The municipalities have varying principles for the provision of free textbooks, and the Board considers that the freedom which obtains in this respect is valuable. Methods of purchase and discount terms play an important part in the expenses of the municipalities. An agreement has recently been signed on this question between the publishing firms and book-sellers on the one hand and the municipalities on the other. In May, 1960, parliament decided to grant the textbook commission increased resources for its work of examining textbooks.

### **TEACHING STAFF**

#### **Shortage**

There is still a shortage of teachers in scientific subjects. In order to encourage persons with suitable basic training to undertake part-time teaching of mathematics, physics and chemistry in secondary schools, the salary scales of certain categories of auxiliary teachers were considerably improved by a decision of parliament in January, 1960.

#### **Training**

A new teacher training college will begin work in the autumn of 1960. The Board of Education has found that in view of the rapid development of the advanced stage of the comprehensive school, two more teacher training colleges will be required, to accommodate 60 trainees. At present about 450 teachers are being trained at such colleges, and about 60 at the teacher training college in Stockholm.

The possibilities of training for teachers of practical subjects have also been improved.

A training college for teachers of wood and metal work has been set up in Linköping, and will begin work in August, 1960.

In May, 1960, parliament decided to improve and extend the training of teachers of domestic subjects (textile work and home management proper).

In addition new principles have been worked out for the training of vocational teachers. Parliament is to make a decision which will greatly strengthen the pedagogical training of these teachers.

#### **Further Training**

An important aspect of the work of the Board of Education is the further training of teachers. The Board arranges a large number of courses itself but the teachers' organizations are also active in this field and receive extensive financial support from the State for this purpose.

In addition to the courses which the Board arranges every year for the training or continued training of teachers in auxiliary classes and the teachers of children who have difficulties in reading and writing, the Board also held for the first time in the spring of 1960 a continuation course for teachers in observation classes, open only to teachers with some previous experience of these classes.



At the end of this school year the first course on reading and writing difficulties was arranged for secondary school teachers.

A course for nomad teachers and the principals of school homes for such children was arranged before the beginning of the autumn term, 1959, at the nomad school at Jokkmokk, in Västerbotten.

In order to assist Swedish teachers in Tornedalen to improve their knowledge of the Finnish language, the Finnish Board of Education invited about 30 Swedish teachers to a course in the Finnish language at the Jyväskylä teacher training college in Finland. The Swedish Board of Education paid travelling expenses and board and lodging, while all others expenses were met by the Finnish Board of Education.

### AUXILIARY SERVICES

#### School Meals

Since 1955 studies have been carried out and a number of experiments made with a view to rationalizing the provision of school meals. The investigation of this problem is being carried out with the cooperation of a number of organizations, including the Swedish Towns Association and the State institute for public health. It has been shown that large sums could be saved by more efficient methods, a proper use of mechanical aids, correct planning of premises, and the use of deep-frozen foods and other ready-to-serve dishes. For example, a saving of 1 öre per portion served amounts to a total saving of public money of 1.5 million Swedish crowns. The results of the investigations are published in the bulletin of the Board of Education.

#### Education for the Handicapped

Short courses under State supervision have been arranged in the last two years in order to supplement the work of the schools for blind and weak-sighted adults. This work will be considerably developed beginning in the budgetary year 1960-1961. The courses, which will be arranged regionally wherever needed, will be open to adults who are blind or suffer from poor sight, and who for one reason or another cannot be placed in the regular blind schools.

A new curriculum came into force for special schools in the autumn of 1959, laying down norms for the division of the pupils into classes, general instructions, curricula and detailed syllabuses. In comparison with the previous curriculum, which was provisional, the new one will entail a considerable reduction in the number of hours per week for the younger pupils, more detailed instructions for syllabuses, and a reduction of the number of pupils in some classes. The curricula and certain syllabuses with instructions correspond quite closely with those of the auxiliary classes in primary schools.

#### Adult Education

The Board of Education has strongly emphasized during the year that adult education (libraries, folk high schools, study circles, temperance and youth work), like other forms of education, must aim at being productive in the widest sense of the word.

The new demands of society have naturally been reflected in the study circles' choice of subjects.



# SWITZERLAND

## o EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — Legislation — Administrative Services — Inspection — Finance — School Building — QUANTITATIVE DEVELOPMENT — Number of Classes and Pupils — ORGANIZATION — Length of Compulsory Schooling — School Year — Free Schooling — Structure of Primary Education — Structure of Secondary Education — Continuation Courses — CURRICULA, SYLLABUSES AND METHODS — Primary Education — Secondary Education — University Education — Textbooks — TEACHING STAFF — Shortage — Training — Salaries and Pensions — AUXILIARY SERVICES — School Medical and Dental Services — Special Education — Juvenile Delinquency and Protection of Minors — Scholarships, Grants and Loans — Educational Seminar — Publications

### ADMINISTRATION

#### Legislation

A list of the acts and statutes relative to public education adopted by the Confederation and the cantons from 1st September, 1958, to 31st August, 1959, has been published in the *Archiv für das Schweizerische Unterrichtswesen*, 45th year, Frauenfeld, 1959. This volume also contains the various legislative drafts now under discussion.

#### Administrative Services

Two cantons have centralized their school administration, particularly for accounting purposes. In Zurich, the accounts of the cantonal intermediate schools and of the high schools in Zurich and Winterthur have been unified at departmental level. Since 1st January, 1959, the salaries of the primary teaching staff in the Canton of Valais, both the share of the commune and of the State, have been paid by the central (cantonal) office. The majority of the communes have accepted this centralization.

#### Inspection

Henceforth, in the Canton of Zurich the presidency of supervisory commissions for intermediate schools, seminaries and the Institute for the Deaf and Dumb, is restricted to members of the cantonal school council.

#### Finance

The *Archiv für das Schweizerische Unterrichtswesen*, 1959, published by the Swiss Conference of Heads of Public Education Departments, offers a series of statistical tables on public education expenditure for 1957. An accurate, comprehensive survey required two years, given the complications imposed by the division of expenses among cantons, communes and the Confederation and among the various departments.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. H. GRANDJEAN, Delegate of the Government of Switzerland.



The following is a summary of the expenditure in 1957 (in Swiss francs):

	Communes	Cantons	Confederation	Associations, Foundations, etc.	Total
Primary schools .	302,848,092	200,444,252	3,827,653	6,020,397	513,140,394
Lower secondary schools . . . . .	68,422,477	52,423,146	—	3,572,427	124,418,050
Vocational schools: continuation or full-time (industrial and handicrafts)	12,747,623	21,908,455	9,198,575	13,716,463	57,571,116
Vocational schools: continuation (commercial) . . . . .	5,095,421	10,671,123	4,207,842	3,936,996	23,911,382
Vocational schools: continuation or full-time (agricultural) . . . . .	219,810	6,868,001	1,638,716	2,515,093	11,241,620
General continuation schools . .	174,817	330,575	—	9,643	515,035
Domestic science schools . . . . .	6,629,888	6,779,000	3,218,086	4,004,671	20,631,645
Upper secondary schools . . . . .	7,709,001	64,424,455	—	4,422,167	76,555,623
Universities . . . . .	631,117	53,374,601	12,216,492	14,536,413	80,758,623
Total . . . . .	404,478,246	417,223,608	34,307,364	52,734,270	908,743,488

Total expenses increased by nearly 8% over the preceding year.

These expenses were distributed among cantons as follows (expressed in Swiss francs):

Zurich . . . . .	256,892,001	Schaffhausen . . . . .	10,263,497
Bern . . . . .	156,736,526	Appenzell I. R. . . . .	3,903,340
Lucerne . . . . .	28,760,680	Appenzell O. R. . . . .	843,549
Uri . . . . .	3,702,100	St. Gallen . . . . .	54,361,668
Schwyz . . . . .	4,329,066	Grisons . . . . .	16,232,878
Obwald . . . . .	1,603,817	Aargau . . . . .	45,580,209
Nidwald . . . . .	1,901,498	Thurgau . . . . .	21,248,030
Glaris . . . . .	4,114,254	Ticino . . . . .	14,600,024
Zug . . . . .	6,268,791	Vaud . . . . .	65,794,578
Fribourg . . . . .	19,748,153	Valais . . . . .	18,830,544
Solothurn . . . . .	20,239,407	Neuchâtel . . . . .	25,904,624
Bâle-City . . . . .	50,694,651	Geneva . . . . .	42,529,720
Bâle-Country . . . . .	14,800,672		889,884,277
		Federal Polytechnical School . . . . .	18,859,211
		Total . . . . .	908,743,488

The distribution of expenditure between cantons is quite unequal. This is due not only to differences in population, but to the fact that some of them support, alone, certain types of very costly schools (universities, technical schools, etc.) which, owing to the pace of technical developments, promise to become increasingly costly in the future.



Thus certain projects concerning the participation of the Confederation in the expenses of universities are beginning to appear here and there:

Federal expenditure on public education is also increasing. While expenses for the Federal Polytechnical School amounted to 18,859,000 francs in 1957, the 1960 budget estimates them at 20,324,640 francs. The Confederation intends to spend 23,100,000 francs this year on vocational instruction, as compared with 20,650,000 in 1959.

#### School Building

One of the principal preoccupations of education authorities is the need for new schools and the enlargement of existing facilities. The need has been made urgent by the growing number of students and by new techniques of instruction which demand special installations.

For the Canton of Bern alone, school construction estimates during the period 1952-1959 reached 284,500,000 francs of which 81,600,000 were granted by the State as subsidies. In 1959, the State contributed 16,679,627 francs and studied 413 projects. By the end of December, it had undertaken to spend, by the time the projects are finished, an additional 43 million.

In the Canton of Lucerne, 45 projects costing 20.5 million francs (including 3.5 millions in cantonal subsidies) are near completion. Fourteen additional projects to cost 14.2 million (1.7 million in subsidies) have been drawn up and some thirty-five more are forecast for the next five years (35.3 million, of which 8.9 million in subsidies). This makes a grand total of 70 million francs.

The Department of Public Education in the Canton of Zurich examined 243 requests for subsidies.

Allocations continue to be made at an impressive rate and for considerable sums: 12.9 million francs were voted for a secondary school and an academy of fine and applied arts in Vaud; 4.3 million for the enlargement of the teachers' college in Bern, etc. Electors rarely refuse to authorize the amounts needed; nevertheless, this is what happened recently at Chur, where a request for 3.8 million francs was not agreed to by the people.

Although rapid, these studies and projects have not kept pace with the increase in pupils. It has been necessary to resort to temporary and expensive measures, such as the building of huts (the cantonal schools of Chur and Aarau, the Neuchâtel lycée, secondary schools in Vaud and Geneva and the commercial section of the cantonal technicum in Winterthur).

The cantons have continually had to augment their financial support to municipalities. The Valais, which is trying to place its industrial schools, both lower and middle, within the reach of the largest possible number of students, has had to undertake the entire burden itself. In addition it is now subsidizing the construction of gymnasiums and sports grounds on the same basis as the construction of schools.

The Council of State of the Canton of Bern has decided that subsidies for the construction of high schools will vary from 10% to 50% — plus a possible supplement of 25% — according to the financial position of the communes concerned.



## QUANTITATIVE DEVELOPMENT

**Number of Classes and Pupils**      The number of primary school students has diminished slightly in most cantons.

	1958	1959	Decrease
Vaud (not including upper primary classes) . . . .	36,145	35,685	—460
Ticino . . . . .	14,602	14,425	—177
St. Gallen . . . . .	14,313	14,310	— 3
Grisons . . . . .	18,239	18,074	—165

Only in Zurich has the expected increase in the lower primary grades been strongly felt, owing to an increase in the birth rate and population.

The report of the cantonal government in Bern gives continuous statistics for the number of primary school pupils and classes since 1899-1900. The following excerpts show population changes following the first world war. While the number of schoolchildren has diminished (1946-1947 marks its lowest point) the number of classes has continually increased. This fact has permitted a general reduction in the average number of pupils per class.

	Classes			Pupils
	German	French	Total	
1899-1900	1,768	423	2,191	101,082
1909-1910	2,055	459	2,514	109,895
1919-1920	2,270	501	2,771	108,470
1929-1930	2,300	494	2,794	93,774
1939-1940	2,310	472	2,782	85,219
1946-1947	2,313	467	2,808	78,156
1949-1950	2,407	484	2,891	81,526
1956-1957	2,908	551	3,459	102,163
1957-1958	2,968	556	3,524	104,009
1958-1959	3,021	569	3,590	104,152
1959-1960	3,071	585	3,656	104,060

The Canton of Zurich likewise has a total primary school enrolment of approximately 100,000 students. The average class contains 32.1 students (35.9 in the lower division, 33.2 in the middle and 25.4 in the upper). In spite of the efforts made, 265 classes have more than 40 students (583 in 1954). There remain only five classes with eight grades as compared with 17 the previous year. Next year they will all disappear under the application of the new law revising the upper grades. There are 47 classes (—10) with six grades.

An increase has been noted (e.g. in Geneva and Lausanne) in the number of children attending kindergarten. Attendance in these schools is not obligatory.

It is in post-primary schools (*lycées, scuole maggiori, Sekundarschulen*) that an augmentation is now noticeable. The wave has swept through primary schools and is continuing to be felt beyond the period of compulsory schooling.

Each year, young military recruits undergo general culture examinations during their basic training. The results of these tests permit certain



For the whole of technical preparatory and secondary education of various kinds in the Southern Region, the number of classes was 14,951 in 1958-1959 and 15,084 in 1959-1960 (+133) and the number of pupils was 444,415 in 1958-1959 and 466,017 in 1959-1960 (+5%).

The corresponding figures for the Northern Region are 323 schools in 1958-1959 and 349 in 1959-1960 (+8%), and 66,022 pupils in 1958-1959 and 71,832 in 1959-1960 (+9%).

## ORGANIZATION

**Educational Experiments** An experiment was started this year in five secondary schools, four for boys and one for girls, the main feature being the inclusion of vocational courses in the general course, so that pupils may see more opportunities for the future than entrance to the university.

**Agricultural Education** Agricultural education has been improved by lengthening the school year, by the use of record cards and subject rooms, and by maintaining closer relationships between the school and its former pupils.

## CURRICULA, SYLLABUSES AND METHODS

**Standardization** Plans are being made for the introduction in the two regions of standardized curricula and examination rules for primary and preparatory schools.

**Secondary Curriculum Revision** Now that the educational system has changed from 4+4+3 years to 6+3+3 years and that curricula for the primary and preparatory levels have been revised, it is essential to reconsider curricula for the secondary stage. The new curricula are expected to be implemented next year.

Among changes proposed are: (1) the second foreign language is to be optional in the science stream but still compulsory in the literary one; (2) students in the literary stream may take an optional course in general science and those in the science stream may take an optional course in social studies; (3) a course in socio-economics has been introduced as an alternative to philosophy; (4) geology will figure in the science course.

**Examinations** It is inevitable that the examinations system in the two regions should be revised with a view to unification. In addition, the need has been felt to raise the standard of preparatory and secondary schools. The minimum mark required for a pass is 50% of the total instead of about 42%.

## TEACHING STAFF

**Training** The primary teacher training course is to be extended to 4 years instead of 3. Every student teacher must have 50 hours' social service practice per annum in the locality. The record card system, including results of tests, interviews, etc. is used for the selection of student teachers.

Syllabuses and textbooks in training schools have been revised.



Teachers in technical schools are given courses in pedagogy, psychology and related subjects, and are brought up to date with the recent advances in their professions.

Two new primary teacher training schools were established in the Northern Region this year. The music teachers' training school in Damascus was replaced by classes for music in the primary teacher training schools in Damascus and Aleppo.

An orientation course for primary school directors took place in Damascus during the vacation. Seminars for secondary school directors and inspectors were held in Damascus, Alexandria, Cairo and Assiut.

Courses in physical education were also arranged to train primary teachers of the first four grades to teach this subject as well as acting as class teachers.

Refresher courses for one school year continue to be held in the faculty of education in Cairo. These courses aim at training senior masters, principals, inspectors and other leading officials in the field of education.

#### AUXILIARY SERVICES

##### Youth Welfare

The youth welfare departments of the Ministry of Education in both regions, supported by the youth welfare council, take care of the sport and social life of pupils in all schools.

Subsidies were granted by youth departments for the construction of playgrounds, camps, etc. They arrange school journeys and excursions in and out of the country. Youth homes, where students spend a few days in a healthy social environment under the supervision of trained workers, are scattered all over the two regions. Summer camps are full of students during the summer vacation. Groups change over once a fortnight.

Much care was given to school libraries in both regions. This movement started earlier in the Southern Region and is now beginning in the Northern Region. There are 393 school libraries in the Southern Region staffed by 305 full-time librarians.

Primary class libraries total 12,000. The budget allocated for library books and magazines in the Southern Region rose to 60,000 Egyptian pounds against 10,000 in 1952.



has become free up to 16 years (although not in the upper secondary classes which follow) as have school supplies. In St. Gallen, school fees have been abolished for citizens of the canton and confederates living there, in the lycée and primary teacher training classes (16th March, 1959) and in the school for training secondary school teachers.

#### Structure of Primary Education

Zurich is studying means for applying last year's school law concerning the final primary school grades, which have been divided into three types of classes or sections, and to which special classes are being added. The communes are free to decide individually whether or not to offer a ninth year. The number of pupils per class, by the ordinance of 27th October, 1959, is limited to 20 in the *Oberstufe*, 26 in the *Realschule* and the *Sekundarschule* and to 30 in classes of several grades. Another ordinance specifies the conditions for the transfer of teachers into the new sections.

Gifted pupils in the Canton of Vaud finish their compulsory schooling in secondary schools or upper primary schools. Only those less capable of theoretical studies stay in the final primary classes where, in Lausanne, differentiated classes have been created for them. In these, by means of a choice of optional subjects, they can best prepare themselves for selecting a profession. The goal is not to train apprentices, but to ensure the best possible transition between school and workshop and to facilitate the choice of an occupation.

In Aargau the citizens have voted an adjunction to the public education law; the communes can now open vocational guidance classes (*Berufswahlschulen*). Their formation will fill the gap now existing between the end of compulsory schooling in the eighth year and the beginning of apprenticeship which is 15 years, under the federal statute establishing the minimum working age.

#### Structure of Secondary Education

At the *Collège moderne* in Geneva, a new section has been created on a trial basis for pupils who do not intend to continue, or who are not capable of continuing, their studies until the school leaving certificate or technical diploma.

Also in Geneva, the Department has published its plan for the reform of lower secondary school education, prepared after elaborate studies and diverse inquiries on pupil guidance, backwardness, and the pupils' social origin. Secondary education would be connected with the sixth primary grade; the seventh year, completely attached to the secondary level, without any parallel primary class, would become an undifferentiated guidance class. From the second semester, courses in Latin and science would prepare a differentiation of classes into groups for literary studies, scientific studies and vocational studies. A section with workshop-classes would receive those less gifted for abstract studies and help them to enter manual trades. Transfer classes would exist to allow for the correction of errors in guidance. This project has excited lively interest and a good deal of discussion.

Several institutes for the secondary education of girls in the Valais have opened classical sections (Latin-Greek).

The St. Gallen *Kantonsschule* was reorganized on 1st September, 1959. It connects with the sixth primary grade and is now composed of



a lower school (2 years), a middle school (2 years) and an upper school (2½ years). From the third class on, there are two sections, a literary section (classical baccalaureate) and a modern section (Latin-languages).

Under the cantonal law of 28th May, 1960, the institutes of Solothurn and Olten will prepare students for the commercial baccalaureate, whereas formerly only the commercial diploma was offered.

In Ticino, the commercial schools (*scuole di avviamento a tipo commerciale*) have opened a new section from the fourth grade on for students who wish to continue their studies further.

The federal commission on the school leaving examination studied several requests for recognition of baccalaureates granted by new schools. One of the reports of the secondary school and university commission asked that an absolute equivalence be established between the three types of baccalaureate recognized by the Confederation, particularly as regards the validity of the C certificate without Latin for admission to medical studies. The Federal Department of the Interior, after having consulted the federal commission, the directing committee for federal medical examinations, and the central committee of the Swiss Association of Physicians, and the others, rejected the request. The modification of curricula and the improvement of the supplementary examination in Latin remain under study.

**Continuation Courses** Continuation courses for industrial and handicraft apprentices, compulsory during the apprenticeship period, can be specialized for the different trades only if there is a sufficient number of apprentices in each trade (8 under federal regulations); otherwise, the students are grouped in courses for mixed trades. Vocational training is incomplete in the latter case, so that several cantons have agreed to group their apprentices in central courses which permit specialized instruction to be offered. This is the case, for example, for jewellers' apprentices; the Canton of Vaud sends them to Geneva and in return apprentice book-sellers and surveyors from Geneva are sent to Lausanne. Others come from the Valais to Lausanne so that inter-cantonal classes are created. The financial conditions of this sharing were fixed in 1959.

### CURRICULA, SYLLABUSES AND METHODS

#### Primary Education

The Canton of Vaud had adopted, on a trial basis, a new curriculum for kindergartens and primary schools. The teaching staff has given its opinion on the curriculum over the past three years, in district conferences. The reports of these conferences, studied by three commissions (French, arithmetic, other subjects), have resulted in a new plan, which was adopted in April, 1960. The principle preoccupation was to take into account the basic knowledge that a child can normally assimilate at a given age and to obtain a certain concentration among subjects. The new curriculum contains recommendations of a methodological nature; it is minimum requirement. The number of lessons ranges from 22 in lower classes to 33 at the upper level and in the ninth year. In the vocational guidance class, ten lessons per week are devoted to manual training.



The new programme for the primary schools of the Valais, which was mentioned in last year's report, has been introduced and made compulsory. Initiation conferences for teachers have taken place in all districts.

In Ticino, a pedagogical museum has been organized to demonstrate mainly the implementation of the new programme voted last year.

In Zurich a curriculum reform is being studied.

In Thurgau, the conference of secondary school teachers has decided to prepare a new curriculum for upper primary classes paying particular attention to the necessary liaison with the secondary schools.

Three cantons, Vaud, Neuchâtel and Geneva, have recently given women the right to vote and eligibility for election. Consequently it is vital that they be given the same civic instruction as men, which was not previously the case in the cantons of Vaud and Neuchâtel. This means a decrease in the number of sewing lessons in the Vaud programme. A special questionnaire circulated in Geneva in all ninth-year classes (boys and girls) showed what knowledge had been acquired in this domain. Solothurn is also concerned about civic training, one of the goals of which is to teach tolerance and mutual understanding.

#### Secondary Education

On the 24th July, 1959, the State Council of Ticino approved new curricula for all schools, particularly for lower secondary schools, upper secondary schools, schools of commerce, and of administration, and technicums. Regulations were also modified on the same day: for example, in the lycée students have been exempted from examinations in subjects in which they have a high average mark, particularly during the last semester.

At the scientific school in Zurich (*Oberrealschule*), a provisional curriculum has been introduced aimed at a future reform in secondary education. This programme admits a series of optional choices among subjects.

In the Valais a commission has been charged with a study of possible middle-school reforms. It will fix the range of subject matter that a pupil can assimilate, avoiding overburdening and ensuring a smooth transition from one class to another.

At Chur (Grisons) the programme of the *Kantonsschule* is being revised.

Here and there new courses are being introduced in schools, e.g. the lycée in Lugano has made its history of music course compulsory.

The Swiss Conference of the Heads of Public Education Departments heard a paper by the director of the Swiss Institute for Art, which suggested more art education.

#### University Education

Among the numerous modifications in university curricula and regulations, one development merits particular attention because it corresponds to the general desire to prevent excessive specialization in university studies. The *collegium generale*, created by a decision of the State Council of Bern, on 10th March, 1959, and functioning actively since the winter semester of 1959-1960, aims to resist the disadvantages of specialization. General lectures are organized for students in all faculties. The "collegium" brings together professors in common studies, exercises, seminars and colloquiums. It is directed at teaching students to express themselves and at developing relations between the university



and professional circles. The theme of last winter's lectures was "Knowledge of Life Today".

### Textbooks

*Etudes Pédagogiques*, published by the Conference of Heads of Departments in the French- and Italian-speaking parts of Switzerland, offers a list of the textbooks adopted by these departments since 1st June, 1957.

### TEACHING STAFF

#### Shortage

Preceding reports have mentioned the difficulties which education authorities have had in filling all vacancies. This problem persists at all levels of education, whether primary, secondary, technical or university, owing largely to the fact that the number of students has increased proportionally, while the teachers required are being recruited from age groups where the birth rate was low, as a result of the economic crisis between the two wars. There is thus a gap, the effects of which constitute a strong hindrance, but it is not only limited to careers in education. Private economy, which also suffers from an inadequate supply of staff, hires personnel at any price, thus competing with civic institutions whose salaries are fixed by law and which consequently are unable to outbid.

It sometimes happens that teachers from certain cantons are attracted by neighbouring cantons where salaries are higher. Two cantons, Valais and St. Gallen, mention this fact in their report.

Many teachers, after having completed their studies, switch to another type of teaching or to business.

For women teachers, marriage is a frequent cause of resignation. Certain cantons even consider that marriage necessarily results in resignation. Without a doubt, the motive for this ancient provision stems from the fact that, formerly, people looked suspiciously upon double employment. It persists today in spite of the fact that this motive is no longer relevant. But even in the cantons where this custom does not exist, e.g. Geneva, women teachers leave when they are married; they follow their husbands elsewhere or wish to look after their children.

But above all the cause of the crisis is the increase in the number of classes. The Zurich report states that in the course of the last ten years teaching staff at all levels, as well as employees in scientific institutions, have increased by 45%. The number of secondary school teachers has more than doubled in Geneva within ten years. This is quite out of proportion with the general population increase.

In primary education two types of measures are being tried to meet the present difficulties: the first temporary, the second long-term.

The temporary measures consist in retaining in service persons who have reached retirement age and married women, and in engaging additional personnel, either interested people who have teaching experience without having the required diplomas, or those with a scientific education who lack pedagogic instruction. Students in teachers' colleges are given classes before the end of their regular studies. Occasionally foreign staff are hired. For example, Ticino resorts to using kindergarten teachers from Italy.



Accelerated courses permit the recruitment and rapid training of staff. Several cantons have had and still have such programmes. In the Canton of Bern there are already five such courses for the training of primary teachers, and a sixth has just been opened this year, along with a one-year course in Thun and a two-year course in Bern for women teachers.

In Zurich, the citizens, in spite of opposition from teaching circles, approved, on 15th May, 1959, a law valid until 31st December, 1965, permitting holders of a final certificate of apprenticeship to train for teaching in two years. The rules and curriculum were adopted, the teachers designated and scholarships distributed. From more than 500 inscriptions, 124 were retained after personal interviews and discussions on teaching as a career. Six classes have been opened. The preparatory courses took place three evenings a week and on Saturday afternoons so that the participants could remain at work; 84 candidates (4 classes) were subsequently admitted to the principal course. By the end of the year 68 remained, 8 of whom were women. The teaching staff is composed of 31 secondary school and 11 primary school teachers for practice teaching. The students are sent in small groups into classrooms, both in the city and in the country. The teaching of music, which consists of the study of an instrument, takes place at the Conservatory. Scholarships worth 61,000 francs have been distributed.

It must be mentioned as regards the creation of these courses that revisions have been made in the statutes of the University of Zurich: the teaching certificate which gives a right to matriculation in some faculties can only be that which has been obtained through the complete course and not the accelerated course.

The Canton of Geneva has evaluated its need for additional teachers, male and female, until 1965, at 120. An inventory of possible measures has been made, although all will not be used. Grade equivalences will be extended. The first kindergarten class will be replaced by a nursery school. The swimming examination for admittance to pedagogical studies will be eliminated; in its place candidates will take swimming courses during their term of study. Leave of absence requested by personnel will be limited. Teachers who have a university degree will only be able to pass into secondary school teaching after several years experience. The average number of pupils per class (27 at present) will be slightly increased if possible.

In the Canton of Bern a new mixed educational seminary in the country has been projected.

In St. Gallen, to encourage recruitment the requirement that educational seminary students remain in the service of the canton has been removed. On the other hand, these students, if not canton residents, are exempted from the payment of tuition fees if they contract to teach for four years in cantonal schools. Classes in teachers' colleges continue to double in number.

The Teachers' Association in Bâle-Country is demanding the removal of the regulation excluding married women from teaching. On 4th October, 1959, the Swiss Association of Secondary School Teachers adopted several propositions. It directed the secondary school and university commission to study the lack of secondary school teachers. It asked the heads of



departments and directors to develop the vocational training of teachers and to encourage them to do scientific work.

The Federal Office of Industry, Arts and Crafts, and Labour, a liaison organization for the study of appropriate methods to cope with the shortage of scientific and technical personnel, presented its report on 13th November, 1959. Switzerland was represented at the OEEC conferences which also treated this problem.

Several Department reports (Vaud and Valais) indicate that though the recruitment of mathematics and physics teachers remains difficult a certain improvement has been noted in the employment of teachers for arts subjects.

### Training

The Canton of Solothurn had only one teachers' college; by the popular vote of 28th May, 1960, the lower teacher training courses, which had been provisionally installed at Olten, were recognized as permanent.

The Canton of Appenzell I. R. adhered to a convention already binding five cantons; from now on its students will be admitted to the pedagogical seminary at Rickenbach-Schwytz.

The Zurich school law of 1959 has changed the upper division of the primary school, as was noted last year. It is now a question of training teachers for the *Realschule* and the *Oberschule*. To this effect a new cantonal teachers' college has been proposed. The length of study (two years) and its programme are under discussion along with the conditions for the transfer of primary school teachers to the new divisions.

In Ticino, students do their teaching practice in the ordinary classes of Locarno. A project to open elementary and upper classes attached to the teachers' college is under consideration. Examinations for the teaching certificate take place at the end of the third year of study. Only the examinations in pedagogy and didactics are given at the end of the fourth year.

For the first time in this canton, a further training course has been organized in the teachers' college, for elementary school teachers preparing a teaching certificate for the upper division of primary schools (*scuola maggiore*). The teaching of French in the latter raises the problem of whether to engage special teachers or to organize courses in a French-speaking region. In the meantime the further training course has also dealt with this problem.

In St. Gallen the revised regulations for the teaching certificate for upper primary schools (*Sekundarschule*) came into force on 1st January, 1960. They apply both to languages and history and to mathematics and science. The period to be spent in a French-speaking region has been abolished for candidates in the sciences; it remains a requirement for the others and lasts six months or more. The option of submitting a dissertation in place of an examination has been suppressed. In order to improve the teaching of Latin in upper primary schools, with a view to the future transfer of students to the lycée, Latin methodology has become obligatory at the teachers' college.

In Bern the new regulations for domestic science schools specify, among other things, conditions for the training of women teachers. They must be seamstresses or dressmakers of 18 to 26 years of age and must spend a year and a half in a specialized teaching school.



The State Council of Bâle-City adopted, on 7th September and 27th October, 1959, new examination requirements for needlework and domestic science teachers in primary schools. In both cases the tests cover psychology, pedagogy, methodology, practice teaching, German and health education in addition to special subjects.

On the 20th August, 1959, the Zurich State Council modified the requirements for the *Sekundarlehrer* certificate and for special instructors, who study at the university as before.

On 7th September, Bâle-City examined candidates for teaching posts in middle and upper secondary schools, both those specializing in arts and history and those for mathematics and science. A number of options are offered to candidates according to their major subjects. Philosophy is required of all.

The State Council of Bern has also changed (8th December, 1959) its examination requirements for Latin teachers in the secondary school and the German-language *Progymnasium*.

The Neuchâtel State Council modified, on 29th December, its teaching certificate for lower secondary schools, lycées and commercial schools.

In the Canton of Vaud the State Council has created (15th December, 1959) a pedagogic seminary for secondary education. As far as the training of teachers is concerned, their pedagogic preparation is completely dissociated from their university studies and takes place after the university degree or certificate. As for technical training, it is closely attached to practice teaching, future teachers being given part-time posts in schools. Besides theoretical courses already in existence, seminars for instruction in special didactics have been created and entrusted to secondary school teachers. This education seminar will become, it is hoped, the documentation and information centre which the canton thinks necessary to evaluate the results of the secondary education reform which started in 1956 and had attained the fifth grade by the spring of 1960.

The Canton of Vaud has instituted an exchange of teaching assistants with Germany, thus following the example of another French-speaking canton. Science teachers from several cantons have had the opportunity to attend a series of conferences on atomic questions.

#### Salaries and Pensions

Difficulty in recruitment and a high cost of living, however stable, necessitate increases in salaries, whether in the form of cost-of-living allowances or of modifications in the basic scale.

The Grand Council of Zurich, on 14th and 21st September, 1959, specified the salaries of primary and lower secondary teachers as follows: (a) basic salary for primary teachers, 10,440 to 13,080 francs; maximum allowance from the commune 2,180 to 4,360 francs; i.e. a total salary of 12,620 to 17,440 francs; (b) basic salary for *Sekundarlehrer*, 12,780 to 15,800 francs; maximum allowance from the commune 2,400 to 4,580 francs; i.e. a total of 15,180 to 20,380 francs.

The increase, of 9%, takes effect from 1st July, 1959. A revision for the schools of the city of Zurich still remains to be made.

On 19th October, 1959, the statutes of the insurance fund for the civil servants of the city of Zurich were modified: the insured salary is now equal to the revised one, on payment of repurchase contributions, which vary according to the age of the insured.



On 23rd November, 1954, the Grand Council of Zurich had previously raised salaries of upper secondary school teachers and university professors by 9%.

In Bern also, an increase was adopted by the Grand Council and then voted by the people, on 21st February, 1960. It amounts to 10% of the insured salary. On the other hand the cost-of-living allowance has been reduced by 5%, so that the net increase is only 5%.

In Aargau the cost-of-living allowance was augmented on 1st January, 1960. The new salaries are 9,630 to 13,050 francs for communal school teachers, 11,270 to 14,750 for *Sekundarlehrer*, and 12,970 to 16,450 for teachers in district schools.

On 22nd December, a decision of the State Council of Valais added 12% to the basic salary of primary school, continuation school and domestic science school teachers. The increment is incorporated in the basic salary for pension purposes.

The Grand Council of St. Gallen (18th November, 1959) eliminated the compulsory referendum concerning matters of salary. In May, 1960, the State Council submitted a salary increase proposal to the Grand Council.

In Lucerne teachers are asking for a salary increase, stating that the departure from the canton of many teachers is due to the low level of pay and the high level of taxes in the canton as compared with neighbouring cantons.

The salaries of professors at the University of Bern were modified as from 14th September, 1959. Professors who are asked to conduct additional courses receive a supplement; the maximum of which is fixed at 27,000 francs. The conditions for engaging assistant doctors, anatomy demonstrators and first assistants in cantonal hospitals and university assistants were specified on 17th July, 1959. Their appointment normally lasts three years, although in some cases it may be extended to five or even seven years.

The situation of professors at the Institute of Dental Medicine in Zurich is now the same as that of professors in the faculty of medicine.

#### AUXILIARY SERVICES

##### School Medical and Dental Services

By the beginning of 1960 five mobile dental clinics were in service in the cantons of Valais, Bâle-Country, St. Gallen and Bern. Three others were under construction.

A survey conducted throughout the Canton of Bern revealed that children in distant areas, especially in the mountains, still lacked dental care, not so much because of the remoteness of the dentist, but because of the parents' indifference. A publicity and information campaign has been started. In 1961 it will have reached all the districts in turn.

The ordinance concerning dental care for primary school pupils in the canton of St. Gallen has been modified. The teeth of the pupils are examined at the beginning of the schooling period and again during the second year. Pupils in higher classes are treated if regular dental care has been given previously.

In Geneva special desks are provided for pupils whose eye-sight is poor. The sight and hearing of all pupils in the city have been checked;



for primary pupils in the country, this examination has been made only in the sixth class.

The school authorities of the city of Zurich made an appeal to all parents of school-age children, warning them against alcohol and tobacco. This action has spread to several other cantons.

#### **Special Education**

The federal law for disablement insurance of 19th January, 1959, is concerned, among other things, with special training for minors who are able to receive ordinary instruction. Subsidies are made consisting of a contribution towards school expenses and sometimes toward boarding expenses. The Federal Council will announce the conditions for the granting of subsidies to children of pre-school age, who will be prepared for special education.

For minors unable to receive instruction, a contribution towards placement expenses in a special establishment will be fixed.

Subsidies are also allotted for the construction, enlargement and renovation of readaptation establishments and public workshops, as well as for organizations for training teaching staff.

The number of special classes has increased. In Zurich there are 176, an increase of 50 in four years (1955-1959); in Geneva 41 special primary classes accommodate 530 pupils.

In Aargau the Department has promulgated instructions for the organization and upkeep of the *Hilfsschule*. They may be opened with the authorization of the cantonal Department. It is the teachers who select pupils for special education; if the parents oppose the transfer of their child, the school doctor conducts an investigation. The communal authorities decide in the last resort but the parents still have the right to appeal. At the Institute of Deaf-Mutes in Zurich, parents may consult an adviser who guides them in the education of their child from two to four years and in teaching him to speak. Educational games are provided for the family. The development of the child is checked monthly.

#### **Juvenile Delinquency and Protection of Minors**

In Geneva the Youth Office, grouping the social services of the Education Department, has been completed by the addition, in 1960, of a service of study, documentation and information. The services of health, medicine and pedagogy, social work, child welfare, guardianship and aid to young people, employed 74 civil servants in 1953, and 165 in 1960. Their budget, during the same period, has risen from 500,000 to 1,500,000 francs. Three evaluations have taken place with the help of the United Nations (in 1953, 1957 and 1959-1960). Their action aims at being preventative and is coordinated with private organizations and leisure-time clubs. The Penal Chamber for juveniles has noted a decrease in 1955 in the number of accused between 14 and 18 years of age, which is doubtless a result of the efforts made.

The results are not as good everywhere. For example, the Chamber of Minors of the Canton of Vaud notes in its report for 1959 a strong increase in the amount and gravity of juvenile delinquency.

#### **Scholarships, Grants and Loans**

The greatest attention has been devoted, as in past years, to the granting of facilities which permit all adolescents to complete the studies for which they are suited. It is at the same time a problem of social justice and of utility: the country



does not have the means to waste resources; all are needed. Its economic development demands a steadily increasing number of workers with higher level training.

While waiting for the completion of a survey on the national level (list of all existing funds, list of the funds available for foreign students, etc.), the cantons are continuing attempts to better the conditions under which grants are made, to extend them to new categories of students and to raise the amounts offered.

The State Council of Bern decided, on 8th September, 1959, to offer finishing scholarships to pupils forced to attend secondary schools in a neighbouring canton because the distance from a school in Bern entailed extra expense. On 27th October, 1959, the maximum amount for semestrial scholarships was raised from 500 to 800 francs for university students.

The Grand Council of Zurich adopted on 5th October, 1959, a new ordinance increasing allotments for tuition and maintenance expenses for pupils in middle schools, teachers' colleges, the technicum, the university and the Federal Polytechnical School. In addition, grants for additional expenses such as for theses, maintenance, etc. were raised. The subsidy is granted, not only for studies pursued within the canton, but also for a semester done elsewhere, on the condition that the student remains registered in a Zurich school. It may be as high as 4,000 francs per year.

Mention has been made of provisions adopted by the Grand Council of Vaud on 23rd October, 1959. To free secondary schooling has been added a series of other measures: cantonal compensation funds for secondary education to cover the cost of transport and partial board for students living far from the college, and a cantonal fund for higher education. University hostels will be developed. Expenses for the above are expected to amount to 1.1 million francs.

The National Fund for Scientific Research granted 110 scholarships in 1959 to a total of 488,500 francs.

**Educational Seminar** The Swiss National Commission for Unesco organized at Gurten (Bern) in October, 1959, a seminar on the transition of pupils from primary to secondary education. Eighteen cantons were represented. The questions studied were: the aim and structure of curricula, conditions of transfer (admission, trial period, promotion), changes in the number of pupils during the course, the social structure of the school population in secondary schools. Once more the wish was expressed that every student should receive an education corresponding to his abilities, whatever his family's financial situation.

**Publications** Several surveys of Swiss education are worth mentioning. In Ticino the Department of Education has edited, under the title *Storia della scuola ticinese*, by Felice Rossi, a general history of schools in Ticino from the Middle Ages to the present day.

The 400th anniversary of the foundation of the University of Geneva was the occasion of publishing a series of works, notably volume IV of the *Histoire de l'Université* (1914-1956) by Paul-Edmond Martin, the last part of the *Histoire des Facultés*, and *Histoire de l'Université de Genève* in one volume by P.-F. Geisendorf, and *Livre du Recteur de l'Académie de Genève* (1559-1878), vol. I, by S. Stelling-Michaud, etc.



The 500th anniversary of the University of Bâle was marked by several publications: *Die Universität Basel von den Anfängen bis zur Gegenwart, 1460-1960*, by Edgar Bonjour; *Professoren der Universität Basel aus fünf Jahrhunderten. Bildnisse und Würdigungen*, by Andreas Staehelin; *Lehre und Forschung an der Universität Basel*, by several professors; *Die Miniaturen der Basler Universitätsmatrikel*, by P. L. Ganz.

The yearbook of public education in Switzerland, *Etudes pédagogiques*, published under the auspices of the Intercantonal Conference of the Heads of Public Education Departments in the French- and Italian-speaking parts of Switzerland, celebrated its 50th year in 1959. The last volume contains, among others, an article on 50 years of pedagogy in French-speaking Switzerland by Miss Laure Dupraz, professor at the University of Fribourg. The 50 volumes give a faithful picture of the evolution of teaching in these cantons and of the unceasing efforts made to adapt schools to the progress of pedagogy and the results of psychological research, taking into account social changes.



# THAILAND

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Reorganization* — *Budget* — QUANTITATIVE DEVELOPMENT — *Number of Pupils and Teachers* — ORGANIZATION — *Free Schooling* — *School Calendar* — *Technical Education* — *Guidance* — *Adult Education* — CURRICULA, SYLLABUSES AND METHODS — *Curriculum Revision* — *Prayers* — *Textbooks* — TEACHING STAFF — *New Category of Teachers* — *Shortage* — *In-Service Training* — AUXILIARY SERVICES — *Scholarships* — *School Broadcasting*

### ADMINISTRATION

**Reorganization** In 1960, there was a reorganization of the administrative services of the Ministry of Education.

There are now nine departments, namely, the office of the Under-Secretary of State for Education, departments of secondary education, elementary and adult education, teacher training, vocational education, educational techniques, physical education, fine arts, and religious affairs.

The department of universities, Thammasat University, and the University of Fine Arts have been transferred to the national council for education, as announced in the Royal Gazette dated 2nd September, 1959.

**Budget** The 1959 budget for education was 1,324,866,865 bahts. This total included the amount of additional living allowances for officials in the Ministry of Education and the stamp surcharge for the promotion of education and public health.

In addition, the Ministry of Education received six million bahts from the supplementary fund. Thus the total budget for education in 1959 amounted to 1,330,886,865 bahts, which was an increase of 33,983,222 bahts (+2.6%) over that of the preceding year.

### QUANTITATIVE DEVELOPMENT

#### Number of Pupils and Teachers

per cent from 1958.

The following statistics show the number of teachers and pupils in 1959 and the difference

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. S. SASTRABUDDHI, Delegate of the Government of Thailand.



	Teachers		Pupils	
	1959	Difference %	1959	Difference %
Kindergarten . . . .	996	+ 7.21	20,146	+ 3.63
Pre-primary . . . . .	—	—	14,858	— 5.72
Primary . . . . .	96,749	+ 4.38	3,336,833	+ 2.18
Primary extension . .	3,835	+ 51.76	95,829	+ 49.36
Secondary ? . . . . .	17,727	+ 17.8	460,955	+ 10.08
Pre-university . . . .	1,264	+ 45.45	22,152	+ 42.47
Teacher training . . .	1,293	+ 42.09	15,913	+ 16.29
Vocational . . . . .	4,122	+ 21.13	68,147	+ 8.5
Adult education . . .	1,524	— 6.1	28,575	+ 36.73
Evening courses . . .	984	— 0.71	22,130	— 5.63
Professional schools . .	668	+126.44	22,233	+123.58
Religious courses . . .	136	— 8.11	3,030	+ 10.95
Total . . . . .	129,298	+ 8.26	4,110,801	+ 4.53

### ORGANIZATION

#### Free Schooling

Fees will be charged for pre-university classes in government schools in 1960, and for upper secondary classes in government schools in 1961. The Ministry is of the opinion that these classes are not compulsory.

#### School Calendar

The Ministry of Education established regulations regarding school hours and weekly holidays for 1959 as follows: (a) schools having one shift: two days' holiday a week (Saturdays and Sundays); schools having more than one shift: holiday on Sundays; (b) government boarding schools: holiday on Sundays; (c) schools in the provinces of Narathivas, Pattanee, Yala and Stoul: holiday on Thursdays and Fridays; (d) schools within the temple precincts: holiday on religious days, as is customary; (e) primary schools: according to the primary school act.

#### Technical Education

In 1959, a polytechnic was established for the first time at Wat Sa Ket. An afternoon shift system will be introduced in vocational schools in order to conduct classes in arts and crafts according to the short-term vocational education curriculum.

The Ministry of Education, realizing the increasing public interest in vocational education, established another technical institute in the Dhonburi province. There are now five technical institutes.

#### Guidance

A conference was held to discuss the educational and vocational guidance project. Persons experienced in guidance submitted recommendations which will be useful to the project.

#### Adult Education

A centre for adult education in the fields of agriculture and home economics was established in the 8th educational region at Chiangmai, called « Regional Education Development for Adults ».



## CURRICULA, SYLLABUSES AND METHODS

**Curriculum Revision** Review was made of the curricula from the lower secondary to the pre-university level to fit in with modern needs.

**Prayers** The Ministry of Education has laid down procedures for the following: (1) daily prayers, (2) prayers on the last day of the week, (3) boarders' prayers, (4) prayers for kindergarten children, (5) bedtime prayers.

**Textbooks** Textbooks for primary, lower secondary, upper secondary and pre-university classes were produced. New texts include Thai readers for secondary classes.

## TEACHING STAFF

**New Category of Teachers** With regard to primary education, monks with academic and ecclesiastical qualifications have been invited to assist in teaching in local and municipal schools beginning from 1960. The first group of monks numbers 120. A seminar was organized for them before they started teaching, with a view to improving their knowledge and understanding of educational practices, teaching methods and general psychology.

**Shortage** Owing to an increase in the number of students, particularly in secondary and higher classes, there was a shortage of teachers for these classes. An inadequate budget is the main obstacle to employing more teachers to meet the demand.

**In-Service Training** The Ministry of Education organized in-service training courses, teachers' seminars on various subjects, as well as refresher courses for teachers in specialized subjects, such as agriculture, arts and crafts, kindergarten work, audio-visual education and mathematics. During the summer and other vacations, teachers' gatherings, lectures and in-service courses were organized in several provinces. The number of teachers attending these courses, seminars and conferences was approximately 20,000.

## AUXILIARY SERVICES

**Scholarships** In 1959, the following grants were awarded by the Ministry of Education: 2,871 for further studies in secondary schools, 147 for pre-university classes, 418 for the universities, 11,519 for vocational studies, and 3,749 for teacher training.

**School Broadcasting** After a year of experimental school broadcasting, a meeting was held to consider the results achieved, to examine the problems met in the past, and find ways and means to improve and promote school broadcasting. Certain aspects of administration were discussed. Attempts were also made towards closer cooperation of the public in promoting the quality and effectiveness of school broadcasts. A training course was also arranged for teachers of English.



# TUNISIA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Administrative Measures* — *Inspection* — *Budget* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Pupils and Teachers* — ORGANIZATION — *General Secondary Education* — *Technical Education* — *Higher Education* — TEACHING STAFF — *Primary Education* — *General Secondary Education* — *Technical Education* — AUXILIARY SERVICES — *Social Assistance* — *Pupils' Health* — *School Equipment* — *Scholarships and Loans* — *Literacy Campaign* — *Popular Education*

### ADMINISTRATION

**Administrative Measures** The growth in school attendance has entailed an increase in the number of primary teaching districts, which have risen from 17 to 22.

The conversion of complementary courses into lower secondary schools means that they will be taken over by the secondary education division.

**Inspection** The number of inspectorates for primary teaching given in French was 11, against 10 in 1958-1959.

This year, as in 1958, two teachers (8 in 1959) chosen on their qualifications have been sent to the senior teachers' college at Saint Cloud in France for a year's preparation for the primary inspectors' examination to take place in Tunis at the end of September, 1960.

**Budget** The Ministry of Education budget, which was 8,424,000 dinars in 1958-1959, increased by 687,630 dinars (+8%) to reach 9,111,630 in 1959-1960. In 1960, expenditure from 1st April to 31st December was 7,769,600 dinars, the date of the beginning of the budgetary year being fixed in future on 1st January instead of 1st April. The budget for the twelve months of 1960 was 10,456,710 dinars.

**School Building** The new procedure instituted in 1958 enabled mass credit commitments for 3,310,000 dinars to be obtained for various building and equipment schemes. The concerted efforts of the government and people have enabled 434 classrooms and 182 teachers' quarters to be built in all parts of the Republic.

A subsidy of 500 dinars per classroom or living quarters to be built is given by the Ministry of Education. On this basis, allocations were made to all the regional governments, according to urgency requirements established on a regional level and reviewed by the Ministry, to subsidize the building of 658 classrooms and living quarters; this is the programme for 1960, which is now nearing completion.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. A. ABDESSELEM, Delegate of the Government of Tunisia.



In general secondary education, a boarding school for girls was opened in Tunis. The building of secondary schools in various towns (Monastir, Kairouan, Ganes, Gafsa, Beja) is in progress, and other constructions are being studied.

The building of an intermediate agricultural college in southern Tunisia and the enlargement of two colleges in the south and north is under way.

A rehabilitation centre for women has been created in the suburbs of Tunis. The enlargement of the national technical college of Tunis (resident quarters and laboratories) and of the technical college at Sfax are under construction.

The Tunisian government has established a ten-year plan for the building of the University of Tunis on 500 acres of land. It has asked the assistance of Unesco which has appointed an architectural adviser to drawn up plans for the university and to coordinate the work of teams of architects appointed by the Tunisian government. Moreover, the United States of America and the French government have spontaneously offered their help, the former in building the faculty of law, the latter in building the science faculty.

In the meantime, the Ibn Khaldoun university centre, completed in the summer of 1959, accommodates temporarily the teachers' training college, the faculty of law, the arts faculty and the faculty of human sciences.

A university city consisting of seven buildings was opened this year. It comprises men students' living quarters, a women's hostel, a university restaurant and the social services placed at the disposal of the students of the University of Tunis.

#### QUANTITATIVE DEVELOPMENT

##### Number of Pupils and Teachers

preceding year :

The following table shows the quantitative development of education in relation to the

	Pupils			Teachers		
	1959-60	Difference	%	1959-60	Difference	%
Primary education . . .	364,291	+ 43,929	+ 13.7	6,155	+ 839	+ 15.9
Intermediate education .	4,928	+ 3,397	+ 221.8	—	—	—
Vocational education . .	4,651	— 1,652	— 26.2	1,129	+ 183	+ 19.3
General secondary education . . . . .	16,544	+ 2,924	+ 21.4	513	+ 62	+ 13.7
Secondary technical education . . . . .	3,738	— 91	— 2.3	—	—	—
Higher education :				100	—	—
Studying in Tunis . . .	2,333	— 273	— 10.4	—	—	—
Studying abroad . . .	2,000	+ 300	+ 17.6	—	—	—

The decrease in the number of pupils in vocational education is explained by the fact that this type of education is giving way to intermediate education, which was introduced by the 1958 reform.

The (fictitious) decrease in the number of pupils in secondary technical education is due to the fact that first year secondary pupils (guidance year) attending technical schools are not included in the figures for these establishments.



The decrease at university level in Tunis is due to the fall in numbers at the El-Zitouna University.

### ORGANIZATION

#### General Secondary Education

The secondary education division's activities during the present school year have been characterized, on the one hand, by a certain number of pedagogical achievements, and on the other by the drawing up of a ten-year school attendance plan which provides for an increasing rise in school enrolments.

At the end of June, 1959, guidance boards helped first-year secondary school pupils to choose between general, economic, and technical studies. In October, 1959, the pupils went to the establishments providing the course of their choice. The new programmes for second-year secondary education in the three courses were put into effect.

Last January the secondary education division appointed pedagogical advisers chosen from among the most experienced teachers. Their task is to enable young secondary teachers and teachers in continuation courses to benefit from their educational experience. The advisers visit the young teachers in class and at the end of the visit give them advice they consider useful. Each visit is followed by a report drawn up by the adviser and sent to the secondary education division for information. The object of these visits is primarily educational.

#### Technical Education

During the present school year, the secondary technical education division has been mainly concerned with introducing the new secondary technical and intermediate syllabuses issued by the pedagogical office.

A tour of inspection in Tunis and other centres of the Republic, has been made by the head of the secondary technical education department. During meetings, the principal aim of intermediate education, its own educational methods, and means likely to promote these methods, the need for all teachers to accept certain sacrifices in order to overcome difficulties (low standards, lack of classrooms and material, overcrowding, etc.) were brought out.

#### Higher Education

Theoretically, any candidate who holds the secondary education baccalaureate or an equivalent diploma may enroll in the faculty of his choice.

The University of Tunis is designed in relation to the corresponding development of primary and secondary education. It was also conceived on the basis of an intimate union, both organic and functional, of teaching and research, which should open up science to teachers and permit the continual renewal of teaching. These different considerations resulted in the following structure of the university: (a) a board of the university and scientific research; (b) research centres; (c) faculties, higher schools, or specialized institutes; (d) a board of scientific research and university teaching.

Different decrees have instituted the 8 following degrees: Arabic literature, English literature, history, geography, history and geography, science, law, and economics.



## TEACHING STAFF

**Primary Education**

The training of primary teachers takes place essentially in teacher training schools. In June, 1959, 45 trainees finished the men's training school (32 in 1958) and 11 completed the women's training school (17 in 1958); 214 men (243 in 1958) and 57 women (17 in 1958) student teachers entered the first year.

The rate of opening new classes considerably exceeds that of the supply of teachers by the training schools. It was therefore deemed necessary to give adequate training to personnel outside these establishments. To this end one-year courses in education have been organized. These training periods have so far provided 440 teachers holding secondary education certificates and recruited on the basis of an examination. They are organized by inspectors and consist of courses in education completed by practical training in all primary school classes. The trainees receive a grant and their employment in a school is subject to the results achieved at the end of their training. Additional staff are recruited from French-speaking countries, particularly France.

Various steps have been taken for the improvement of serving teachers. Educational meetings are held once a month for staff from one or more schools. The aim is to discuss teaching problems which arise during school work; the problems are submitted to teachers in advance for their consideration.

Improvement courses are organized for the benefit of young teachers in all districts. They have been resumed this year with greater flexibility, taking into consideration problems peculiar to each region.

Education days have been set aside once a month for teachers who, by reason of distance, are unable to attend the improvement courses. The teachers concerned are authorized to be absent from school a whole day during which they attend meetings, see model lessons, and take part in practical work.

Pedagogical study groups, which were set up in October, 1958, continue their work, studying successively various matters related to the new syllabuses which came into force in October, 1958. The work of these groups is, after final discussions, published under the form of pedagogical study notes.

The "Education Review", started in March, 1960, aims mainly at extending the teachers' field of exploration, especially for those who need further training, and at fostering among all teachers reflexion, curiosity, and a taste for study and research. It appears monthly in Arabic and in French with the regular collaboration of inspectors and teaching staff.

**Secondary Education**

In January, 1960, the secondary education division instituted pedagogical study groups for the different subjects in all high schools. Each group must hold a meeting once a month, or at least twice a term. A teacher presents a written report previously chosen by him in agreement with his colleagues. A discussion takes place on this report, after which the report and an account of the discussion are sent to the secondary education division, which studies them and takes note of any ideas and interesting suggestions they may contain. Some work is published in the secondary education bulletin issued periodically by the



Ministry of Education. The first number has just been published, the second is in preparation.

The heads of secondary establishments have been invited to set up a pedagogical library for the benefit of teachers, to contain the main works and principal reviews dealing with education. Teachers will be called upon in turn to make critical reviews. They will also be urged to write articles on general pedagogy or on the subject they teach. These reviews and articles will be sent to the secondary education division.

Certificated teachers from the senior training college have been advised that they must undergo a one-year pedagogical training period which comprises both theory and practice. This training, which began on 21st March, 1960, consists of the following different parts: (a) the trainees attend model lessons given in a school by a pedagogical adviser (or another teacher in his class); a special training programme is established for each month; (b) pedagogical advisers visit the trainees in their classes twice a month, and at the end of each visit a discussion takes place between trainees and pedagogical advisers on the lesson given; (c) the trainees must also carry out the theoretical exercises set for them.

#### **Technical Education**

Pedagogical lectures and model lessons were given in the main centres of Tunisia by general education inspectors and the inspector of workshops.

Pedagogical advisers were appointed for secondary technical education and intermediate education for the regions of Sousse, Sfax and Tunis.

Study groups formed by members of the teaching staff were created in all regions. They meet regularly to discuss a subject proposed by one of their members and send a report to the Ministry of Education.

A technical education library has been set up for the teaching staff. Improvement courses, direct and by correspondence, have been provided for personnel in charge of technical subjects.

### **AUXILIARY SERVICES**

#### **Social Assistance**

The number of school canteens this year has risen to 903, an increase of 81 canteens on last year's figure. The number of primary school pupils who received a daily meal in the canteens during the school year 1959-1960 rose to 125,000 (95,000 the preceding year) out of a total of 364,000 primary school pupils, i.e. a little more than a third of the total strength.

A sum of 100,000 dinars was given to the purchase and making of clothes for needy schoolchildren, an increase of 60,000 dinars on the preceding year (+150%). In addition 35,104 school outfits were distributed, i.e. 21,460 more than last year.

The sum allotted to the provision of school supplies rose to 45,000 dinars, an increase of 9,600 dinars over the preceding year (+21%).

#### **Pupils' Health**

It was deemed necessary to continue the courses for head teachers on the rules of nutrition for children. Three seminars have been organized this year in the centre of Tunisia, like those previously held in the south and north of the country. In addition to these seminars, courses in dietetics and food hygiene were organized for the heads of



primary boarding schools or schools provided with canteens. These courses lead to a certificate in dietetics and food hygiene.

**School Equipment** The team producing audio-visual aids at the national literacy and social education centre of the Rabta in Tunis continues to produce material for the 18 model primary schools, under a scheme which has the joint assistance of Unicef and Unesco. This year two film-strips on school canteens and milk were produced.

**Scholarships and Loans** The allocations for this purpose are continually increasing, both for scholarships to primary, secondary, and technical school pupils and for university students. Allocations for national scholarships totalled 199,370 dinars in 1958-1959 and 226,870 dinars in 1959-1960, i.e. an increase of 27,500 dinars (+13%).

Allocations for loans, which were 93,560 dinars the preceding year, rose to 99,560 dinars in 1959-1960, i.e. an increase of 6,000 dinars (+6.4%).

**Literacy Campaign** The training of teachers for the campaign against illiteracy is being pursued at the national literacy and social education centre. Two periods of training, the fourth and fifth of their kind, were organized in October-November, 1959, and in February-March, 1960, and have enabled 38 primary school masters and 11 schoolmistresses to be appointed. This new contribution has enabled the national centre teams to be strengthened. The literacy centres at present number 90 (42 for men, 31 for women and 17 mixed).

The production of teaching material continues. The first book, with five sections, is now in the hands of adult pupils and a second is being prepared. The paper "Iqra" for beginners has appeared regularly for more than a year. Within the framework of the fight against under-development, the Ministry of Education has appointed six teachers for the campaign against illiteracy on big building sites.

Moreover, a period of training is now going on at the national centre for 40 workers on building sites, all having at least 4 years' secondary education, who must afterwards teach their fellow workers to read, write and count.

**Popular Education** The allocations for public libraries have increased from 5,820 dinars in 1959 to 6,620 dinars in 1960, i.e. an increase of 800 dinars or 13%.

Allocations for cultural societies total 8,000 dinars a year. The number of subsidized societies rose from 32 in 1958-1959 to 35 in 1959-1960.



# UKRAINE

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Implementation of the Law on Education* — Finance — Control — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Schools and Pupils* — ORGANIZATION — *Compulsory Schooling* — *Introduction of the Reform* — *Prolonged School Day* — *Time-Table for Working Youth* — *Pre-School Education* — CURRICULA, SYLLABUSES AND METHODS — *Pre-School Education* — *New Curricula and Syllabuses* — *Aesthetic Education* — *Physical Education* — *Handwork* — *Vocational Education* — *School and Life* — *Teaching of History* — *Rewards* — *Method* — *Textbooks* — *Development of Educational Science* — TEACHING STAFF — *Training* — *Further Training* — *Status* — AUXILIARY SERVICES — *Handicapped Children* — *Extra-Curricular Activities* — *International Relations*

### ADMINISTRATION

#### **Implementation of the Law on Education**

Implementing the decisions of the XXist Congress of the Communist Party of the Soviet Union and the law on the development of public education, the Central Committee and the Council of Ministers of the USSR and the Central Committee and the Council of Ministers of the Ukrainian SSR have adopted a number of measures aiming at the improvement of work in the schools and the creation of favourable conditions for children and teachers.

In particular, important decrees were adopted on measures for the development of boarding schools and pre-school institutions, the improvement of education and medical services for pre-school age children and the organization of schools with a prolonged day.

#### **Finance**

The amount allocated for social and cultural undertakings in the republic was considerably increased in 1960. A sum of 30,284 million roubles has been assigned for these purposes, i.e. over 4,000 million roubles more than in 1959. Budget allocations for education rose by 2,050 million roubles and amount to 13,917 million roubles (+17.27%).

#### **Control**

The Ministry of Education, the regional, city and district public education boards systematically inspected the reorganization of schools and rendered practical assistance in the accomplishment of this task. During school inspection attention was centered on such questions as the implementation of the law on universal education, the pupils' knowledge, ideological education, vocational training and instruc-

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. P.L. MIRGORODSKY, Delegate of the Government of the Ukraine.



tion, work with the teaching staff. As a rule, the results of the inspection were discussed at seminars and conferences of school teachers and principals, at the Ministry of Education and in councils of the regional and district boards of education.

**School Building** In 1959, 1,097 schools accommodating 237,500 pupils were built in the republic from government funds, by collective farms and other organizations. As a result of this construction programme and a more efficient use of available school buildings, the number of pupils studying increased by 278,200.

Many new study-rooms and workshops have been organized in the schools. The schools of the Ministry of Education of the Ukrainian SSR possessed a total of 30,186 study-rooms and 21,744 workshops in the 1959-1960 school year, i.e. 6,096 study-rooms and 3,231 workshops more than in the 1958-1959 school year.

In view of the improvement in industrial training of senior secondary school pupils, the schools are greatly assisted by industrial enterprises, which install machine tools and present the required equipment to the schools.

#### QUANTITATIVE DEVELOPMENT

##### Number of Schools and Pupils

The number of general schools has increased by 1,921 since 1958-1959 and is now 36,432. The number of general schools for industrial young workers increased by 158, and those for young rural workers, by 1,642; the number of secondary correspondence schools increased by 28.

The number of pupils in general schools increased by 166,400, while the number of pupils at schools for industrial and rural young workers increased from 361,100 in the 1958-1959 school year to 452,500 this year (+25%).

Boarding schools were greatly developed, there being 263 of them in the republic at the end of the school year, i.e. three times as many as in the previous school year. Over 75,000 pupils are being educated at boarding schools.

The number of students at institutions of higher learning, technicums and other specialized secondary establishments increased by 33,900 and the number of those studying in correspondence and evening divisions increasing by 54,400.

The network of pre-school institutions is expanding from year to year. In 1959 there were 4,790 pre-school establishments in the Ukrainian SSR, educating 330,700 children, or 38,500 more than in the preceding year (+13.2%). In addition there were over 21,000 seasonal and permanent pre-school institutions on the collective farms, caring for a million children. The initiative of the Cherkassy region collective farms in completing a programme of building kindergartens in all villages has been widely developed in other regions. In the course of 1959-1965 pre-school establishments are to be built on all collective farms, and at some of them in each field team, at the farms' expense. In 1959 alone, 1,145 nursery schools and kindergartens were built in accordance with standard designs on the collective farms of the republic.



## ORGANIZATION

**Compulsory Schooling** In conformity with the law on public education, universal compulsory eight-year schooling for children and adolescents from 7 to 15-16 years has been introduced instead of seven years' education as formerly.

The eight-year school is an incomplete secondary general vocational and polytechnical school, which should give the pupil a firm knowledge of the elements of academic and polytechnical subjects, inculcate a love of work and willingness to engage in socially useful activity, and carry on their moral, physical and aesthetic education.

The conversion of the seven-year schools into eight-year schools is to be accomplished in the Ukrainian SSR in the course of two years beginning in 1959. All classes I-VI in the seven-year and ten-year schools without exception started using the curricula and syllabuses of the eight-year school as from 1st September, 1959. Grade VII classes worked with transitional curricula and syllabuses so that the pupils could pass on to grade VIII and finish the eight-year school. Owing to this there was no graduation from the seventh grade in 1959-1960. In small places four-year schools are being maintained; pupils go on to the fifth class in the nearest eight-year school.

**Introduction of the Reform**

In 1959-1960 the Ministry of Education has carried out work on the reorganization of the schools and public education boards in the light of the decisions of the communist party and the law on public education. The laws on public education of the USSR and the Ukrainian SSR and the practical problems ensuing from these documents were widely discussed and studied among the population, parents, teachers and public education workers. Conferences of public education workers to discuss the new curricula, syllabuses and statutes for schools of all types, as well as advanced experiments, were held in all regions, districts, cities, and schools of the republic.

A convention of the teachers of the Ukraine was held in October, 1959, at the plenary sessions of which the delegates heard and discussed the report of the Ministry of Education; 912 delegates, elected at district and city teachers' meetings, took part in the work of the convention. Leaders of the communist party and of the government of the Ukraine, heroes of the Soviet Union and heroes of socialist labour, representatives of the Ministries of Education of all Union republics, workers at the academy of pedagogic science of the RSFSR, innovators in industry and agriculture, trade union workers, writers, workers in science and arts, all participated.

Immediately before the convention, a scientific session was held in Kiev on the development of educational science, in which workers in research institutes of education and psychology, teachers' extension institutes and pedagogic institutes, and leading teachers and workers in public education participated.

**Prolonged School Day**

To improve the social education of the younger generation and increase aid to parents, it was decided to organize, in addition to boarding schools, schools with a prolonged day, in which children and adolescents are under the supervision of educators all day



long. Such schools are being organized in towns and villages for grades I-VIII. Tuition is free of charge, and 25% of the pupils are to get free meals as well.

#### **Time-Table for Working Youth**

The working week of pupils in schools for young industrial workers has been reduced by one day, with 50% of the pay retained; and that of pupils in the IX-XI grades of schools for rural youth by two days. Furthermore, a decree has been adopted to the effect that students in schools for industrial and rural youth taking the examinations for the school leaving certificate are to receive additional leave lasting 20 working days on full pay.

#### **Pre-School Education**

With the purpose of attaining a uniform system of education for children of pre-school age, a new type of pre-school institution, a nursery-kindergarten, was organized; 378 establishments of this kind, educating over 21,000 children, have already been set up.

### **CURRICULA, SYLLABUSES AND METHODS**

#### **Pre-School Education**

Educational work at pre-school institutions is also being improved. Beginning with last year, in a number of kindergartens the experiment has been started of teaching foreign languages (French, English, German) and the elements of reading and writing; this is subsequently to become the practice at all pre-school institutions.

#### **New Curricula and Syllabuses**

During the 1959-1960 school year the Ministry of Education of the Ukrainian SSR published 36 curricula and 76 syllabuses for various types of general school.

Workers in research institutes of education and psychology, scientists and educators and specialists in industry and agriculture participated in the work on the new curricula and syllabuses.

Owing to the extension of schooling from 7 to 8 years the time allotted for the study of all subjects has been increased in the new curricula. At the same time, the new curricula reduces the burden on pupils by a better distribution of instruction time.

Syllabuses are compiled with due consideration to the achievements of Soviet and foreign science; they have been somewhat reduced by leaving out extraneous matter of secondary importance, greater attention being devoted to the practical application of theoretical knowledge.

#### **Aesthetic Education**

The new curricula and syllabuses devote a great deal of attention to aesthetic education, both in history, literature, language and other lessons, and in special lessons in music, singing and drawing.

The syllabuses for music and singing are designed to teach the pupils correct and expressive singing of notes, to foster good taste, to inculcate interest in and love for music and singing, to teach them to understand the finest models of folk and classical music, and to train them for active participation in the most popular type of folk music—choral singing.

The teaching of drawing in school has as its aim instruction in the principles of artistic and technical drawing and in working with pencil and water colours, and the development of artistic talent and appreciation by familiarizing the pupils with the finest works of art.



# UNION OF SOVIET SOCIALIST REPUBLICS

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Administrative Responsibility* — Budget — *School Building* — QUANTITATIVE DEVELOPMENT — *Numbers* — ORGANIZATION — *Eight-Year Schools* — *Eleven-Year Schools* — *Schools for Young Workers* — *Secondary Evening Schools* — *Higher and Specialized Secondary Education* — *Supervised Activity* — CURRICULA, SYLLABUSES AND METHODS — *New Curricula and Syllabuses* — *Methods* — *Textbooks* — TEACHING STAFF — *Training* — *Further Training* — AUXILIARY SERVICES — *Study Circles* — *Aesthetic Education* — *Pupils' Health* — *Youth Organizations* — *Handicapped Children*

### ADMINISTRATION

#### **Administrative Responsibility**

The 1959-1960 school year witnessed the first steps in the reorganization of the entire system of public education in the Soviet Union in accordance with the decisions of the XXIst Congress of the Communist Party and with the law on closer ties between school and life and the further development of public education in the USSR, adopted by the Supreme Soviet of the USSR. In this connection further measures have been taken in all fifteen union republics to extend the powers of local education authorities, school directors and boards. Local boards of public education have wider responsibilities in such matters as opening new educational institutions and providing them with the necessary equipment, materials and staff. The rights of school directors and school boards and their responsibilities in organization, educational work, the transfer of pupils and the completion of their studies have increased.

#### **Budget**

In 1958, 212,800 million roubles were allotted in the State budget for social and cultural services. In 1959 the figure rose to 232,100 million and in 1960 it reached 247,800 million. Out of these allocations 84,200 million, 94,300 million and 102,000 million roubles were reserved respectively in 1958, 1959 and 1960 for public education, culture and scientific development. The increase between 1959 and 1960 was 7,700 million roubles (+ 8.1%).

#### **School Building**

Expanding public education in the USSR calls for the intensive construction of schools and other educational institutions. This accounts for increasing capital investments in the school construction programme in 1959. The share of collective farms in carrying out this programme is growing every year.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. A.J. MARKOUCHEVITCH, Delegate of the Government of the USSR.



In 1959 there was a 24% increase in the number of schools built and an 11% increase in the number of kindergartens and day nurseries as against 1958. In all, in the past two years the State has built and commissioned 3,600 general education schools for 1,200,000 pupils, kindergartens for 282,000 children and day nurseries for 134,200 babies. In addition, collective farms sponsored within the same period the construction of 6,100 general education schools with 700,000 places, and kindergartens and day nurseries with accommodation for 49,500 and 234,000 children respectively.

### QUANTITATIVE DEVELOPMENT

#### Numbers

According to the 1959 census, 71,200,000 working people, i.e. 34.2% of the entire population of the USSR, have gone beyond the elementary education stage; 58,700,000 have university and secondary school diplomas and 12,500,000 have not finished the seven-year school.

Prior to 1913 there were only about 290,000 persons (including those not working) who had received a university or specialized secondary education; nowadays their number is 13,400,000.

As of 1st January, 1960, the number of infants in day nurseries was 1,220,000, i.e. 85,000 more than at the beginning of 1959. The number of children in kindergartens was 2,629,000 or 275,000 more than in January, 1959 (+ 7.5%). Besides, 3 million children were taken care of in seasonal day nurseries and kindergartens.

In 1959-1960 the number of general educational schools (primary, seven-year, eight-year, and secondary schools, schools for young industrial and agricultural workers, and correspondence schools for adults) increased by 5,700 as against the previous year and reached the figure of 220,500. The number of pupils has gone up by 1,868,000 and now totals 33,351,000.

There has been a steady increase in the number of boarding schools which in 1960 took care of 400,000 children, i.e. 220,000 more than on 1st January, 1959.

The training of young skilled workers is carried out at schools of the labour reserve system. In 1959, these schools turned out 583,000 young qualified workers for industry, civil engineering, transport and agriculture. At the same time, 2,800,000 workers and employees learnt new trades and 5,900,000 have gained higher qualifications by way of individual training in brigades directly at plants and factories and by attending special courses. In all, the number of these people reached 8,700,000, i.e. 1,100,000 more than in 1958.

In 1959-1960, 2,260,000 students or 81,000 more than last year (+ 3.7%) attended 753 higher educational institutions. The number of students at specialized secondary schools exceeded that of last year by 31,000 and totalled 1,907,000. In 1959, higher schools enrolled 513,000 students, i.e. 57,000 more than in 1958. The number enrolling in specialized secondary schools was 656,000, i.e. 72,000 more than the previous year.

Since 1957, priority for admission to higher departments has been given to those persons who, in addition to their secondary school education, have two years' working experience. In 1957 these persons made up 27% of the total number of students enrolled at day-time departments of higher schools. In 1958 the percentage was 45% and in 1959, 49%.



**Physical Education**

The syllabus for physical education provides for the all-round physical training of the pupils, promotes the development of their mental and physical capacities and their moral qualities, the improvement of health, the correct development of the growing organism, skill in gymnastics, athletics, skiing, games, swimming, etc. The syllabus also promotes the development of agility, speed, strength, stamina and other physical qualities.

**Handwork**

During handwork lessons in grades I-IV the children acquire skill in working with clay, plasticine, fabrics, fibres, paper and cardboard; they grow indoor plants, take care of animals, and do work on the school experimental plot. In addition, simple work with wood, tin, wire and technical modelling is performed in grade IV.

In workshop practice the pupils of grades V-VIII are taught carpentry and fitting, become familiar with the simplest machine tools and their operation.

Practical studies on the experimental plot give pupils in these grades skill in soil cultivation, planting and growing vegetables, harvesting and recording experimental results, working in orchards and nurseries and in the care of farm animals.

The lessons in housekeeping in grades V-VIII familiarize girl pupils with the organization of the home, give them skill in taking care of clothing and footwear, the house, furniture, etc., teach them cooking and the use of kitchen utensils, and mechanical methods of cleaning, laundering and ironing.

**Vocational Education**

Industrial training was conducted at all secondary schools of the republic and embraced 444,700 pupils in senior grades.

During industrial training the pupils study diverse specialities for work in industry, agriculture, transport, commerce and other branches of the national economy.

Six years of industrial training experience in the schools of the Ukraine have made it possible to improve methods of teaching this subject and to raise the scientific and technical standard of the lessons. Teaching the pupils a given speciality is combined with enlisting them in productive labour.

With the aim of creating the most favourable conditions for industrial training, enterprises install special training workshops and machine tools.

Training in agriculture has been combined with participation in the work of apprentice production teams. Over 300,000 pupils of grades VIII-X worked in such teams in 1959.

As in preceding years, one form of enlisting pupils in productive labour was work in maintenance and building crews. Over 6,000 such crews were organized in the republic in 1959, with 150,000 pupils of grades VIII-X working in them.

After industrial training, the pupils take qualification examinations and receive ratings in the speciality they have studied. The local soviets and the public education boards deal with the placement of secondary school graduates, securing work for them in the specialities that they have acquired. Young people desiring to continue their education can enter higher educational institutions.



**School and Life**

In the course of practical and laboratory studies the pupils acquire skill in handling instruments and laboratory and technical equipment, and in conducting experiments. The strengthening of the ties between school and practical life is helped by excursions to factories and mills, collective farms, laboratories, etc., during which the pupils receive a concrete idea of modern production.

An integral part of the vocational education of schoolchildren and a most important means of attracting them to physical labour is "self-service", which is closely linked with socially useful work, housekeeping lessons, practical studies in workshops and on experimental plots. In self-service the pupils participate in the cleaning of their classrooms, study-rooms, laboratories, dormitories and other school premises, plant trees and flowers, see to the safekeeping of visual aids and books, take turns on duty in the school and in lunch rooms and dining rooms, undertake the maintenance of athletic grounds, and take part in other kinds of work within their powers. Self-service helps pupils develop essential working habits, initiative, self-reliance, discipline; a sense of responsibility, regard for State property and a respect for work and other people.

**Teaching of History**

A new system of teaching history has been developed: in grade IV the pupil will learn stories from the history of the USSR; in grade V, an elementary course of medieval history; in grades VII-VIII, an elementary course in the history of the USSR and the Ukrainian SSR with the principal facts about the social system of the soviet State, and the recent history of foreign countries; in grades IX-XI, a systematic course in modern history. In grade XI pupils will also study the Constitution of the USSR with information about civil, criminal and labour laws and other branches of soviet law. A course on the elements of political science is to be introduced in the senior classes of secondary schools.

The decision on changes in the teaching of history in schools provides for the implementation of measures involving the compilation and publication of new textbooks, syllabuses, anthologies, readers, popular scientific literature on history, historical fiction, manuals on teaching methods, historical maps, pictures, educational films, etc.

**Rewards**

Owing to the increased importance of productive labour in education, a new enactment has been passed on awarding gold and silver medals for "excellent progress in studies and work and for model conduct" to pupils finishing the secondary general school.

**Method**

Along with talks and lectures, wide application has been made during the school year of various methods aiming at greater assimilation by the pupils, e.g. the independent working out of oral and written exercises, solving problems, consulting reference books, literary texts and historical documents, plotting graphs, compiling tables, carrying out independent experimentation, observation of nature, etc.

**Textbooks**

Schools received 111 different textbooks in Ukrainian in 28,972,000 copies, 113 Russian textbooks in 13,878,400 copies, 20 textbooks in Hungarian in 84,000 copies, as well as textbooks in Moldavian and Polish. In addition, 100 books in 375,000 copies were published for schools for industrial and rural young workers and for



special schools, including some textbooks that are being tested; 147 books on teaching methods and 28 circulars on method were published for teachers.

#### **Development of Educational Science**

Of great importance for the development of educational science is the decision adopted by the Central Committee of the Ukraine communist party on the state of educational science and measures for its further development in the Ukrainian SSR. It insists that a scientific basis should be given to curricula, syllabuses, textbooks and visual aids, defines the content and scope of general polytechnical and vocational education in secondary schools, the forms and methods of combining instruction with productive labour and the organization of vocational education, and studies questions of didactics, the psychological principles of instruction and education, etc.

An institute of educational research has been organized with the aim of enlisting leading teachers, specialists in further training for teachers, instructors in pedagogic institutes, universities and teacher training schools, for research in education, psychology and teaching methods and for the generalization of advanced experience.

#### **TEACHING STAFF**

##### **Training**

The new curricula for pedagogical institutes provides for a considerable improvement in theoretical and practical training, the consolidation of links between instruction and practical life, school practice, improved production practice, and the combination of instruction with socially useful work.

The training of primary school teachers has considerably expanded at pedagogical institutes. During the past school year facilities for this training existed at 11 pedagogical institutes and will be opened at 4 more during 1960-1961.

Engineering departments have been opened at two polytechnical institutes in order to train teachers of technical subjects.

At present pedagogical institutes are carrying out the training of teachers in two related subjects (mathematics and mechanical drawing; physics and general technical subjects; Ukrainian language and literature, etc.). Special attention is being devoted to the training of teachers and tutors for boarding schools.

Facilities for training pre-primary teachers are being expanded. Besides the existing pre-primary training facilities at the Kiev pedagogical institute, others will be provided in 1960 at three other pedagogical institutes.

Considerable attention is being devoted to the aesthetic education of future teachers. At all pedagogic institutions, students' choirs, folk bands and amateur theatrical circles have been organized.

Singing teachers for schools are being trained at 12 pedagogical institutes and 11 training schools, as well as at the 4 conservatories. Optional singing courses have been introduced at all pedagogical institutes.

The teaching of physical culture has been improved. Courses are given by highly qualified instructors. Sports equipment has been considerably improved. Besides taking courses prescribed by the curriculum, most students belong to sports associations.



Spartakiads and competitions in the various sports are held annually among students. Teachers of physical education are being trained at three special institutes and nine departments of physical education.

In conformity with the law, the network of evening and correspondence divisions of pedagogical institutes for training teachers without their ceasing work has been expanded. Further training departments are successfully functioning at a number of institutions.

**Further Training** During the school year systematic work was conducted to raise the level of educational qualifications and polytechnical education of workers in education.

Courses and seminars at regional extension institutes for teachers were attended by over 64,000 teachers, heads of public education boards, school inspectors, boarding school principals, principals of schools for industrial and rural working youth, workers in children's homes, pre-school and extra-mural establishments.

Scientific and practical conferences and "educational readings" were conducted in most districts and regions. Advanced experience as regards the work of the schools and teachers was generalized at these conferences.

**Status** The salaries of teachers, directors and assistant directors in schools for industrial and rural young workers, and of district, town and area school inspectors, have been increased by 15%. Salaries of teachers in general schools and of those teaching production principles, workshop training and technical drawing have also been increased.

#### AUXILIARY SERVICES

**Handicapped Children** A new system of teaching language has been introduced in boarding schools for deaf children. This has resulted in a radical change in the children's attitude, has livened up the teaching and considerably increased the effectiveness of mastering speech. Greater attention is being devoted to individual work outside the class, the curriculum for the primary grades providing 18 to 10 hours a week and in older grades from 7 to 2 hours for this purpose.

The period of schooling has been increased from 7 to 8 years in auxiliary schools for mentally backward children, which has made it possible to devote more time in the top class to vocational training.

With the aim of educating all children with defects in their physical or mental development (blind, weak-sighted, deaf-mutes, hard-of-hearing, mentally backward, children with defective speech) in boarding schools, the network of such schools has been extended in the Ukrainian SSR. At the beginning of 1959-1960 the Ministry of Education had 165 special boarding schools educating 20,600 pupils.

The problem of the education of children with considerable psycho-physical deficiencies has been completely solved. Particular attention is now being devoted to the organization of special schooling for children with defective sight and hearing.

Preparations are being made to open six boarding schools by the beginning of the 1960-1961 school year for children with residual symptoms following attacks of poliomyelitis.



Forty textbooks and 14 method handbooks for teachers were published in 1960 for special schools.

#### **Extra-Curricular Activities**

In conformity with the law on public education, extra-curricular work with children is directed towards the improvement of the pupils' education, the development of a materialist outlook, whole hearted devotion to their country and people in the spirit of proletarian internationalism, a love of labour, and the extension of knowledge in technology, art, natural science, physical culture and sport, and camping.

The network of out-of-school institutions is growing from year to year. At present there are 946 such institutions functioning in the Ukraine, including 653 pioneer palaces and houses, 68 stations for young technicians, 57 stations for young naturalists, 27 camping centres, 120 sports schools, 13 parks, 7 stadiums, and one fleet for children. In addition, the republic has children's railways, cinemas, puppet shows, theatres for young playgoers and many children's libraries.

The Ministry of Education has issued 34 syllabuses during the past school year to aid in the organization of work in clubs. In 1959 there were about 24,000 young naturalist clubs in the Ukraine, with over 600,000 pupil members. The young naturalists have carried out considerable work planting trees and shrubs in the school grounds, kindergartens and nurseries, clubs and hospitals, and along roads. They have organized new parks and gardens, planted collective farm orchards, vineyards and forest protection belts. In the spring of 1959 schoolchildren planted 3,998,600 fruit trees and 12,116,300 decorative trees and shrubs.

A great number of schools and young naturalists clubs are participants in the exhibition of achievements of the national economy of the USSR.

About 40,000 technical circles, embracing 700,000 schoolchildren, are working in the schools and institutions of the republic. The work of these circles reflects the latest achievement in science, engineering and production, great attention being paid to the study of automation, tele-mechanics, cybernetics and astronautics. Special circles studying these branches of science engineering have been organized at many schools.

Owing to the participation of schoolchildren in the work of the international geophysical year, the young astronomers associations have assumed great importance. School planetariums have been created at many schools.

Significant and interesting work has been carried out by participants in the republican exhibition of teaching materials. The best work was on show and there were many physical, chemical and other devices of original design with elements of automatics and tele-mechanics, models of artificial satellites, rockets, power stations, automatons, etc.; 263,000 schoolchildren took part in the competition, submitting about 170,000 models, etc.

The study of the pupils' native locality, its scenery, economy and culture is very popular among the schoolchildren; 13,717 tourist and local study circles embracing 238,000 pupils have been organized in the schools and institutions of the Ukraine. For senior pupils, 35 regional and 3 republican tourist camps and 152 school tourist camps were organized in which 24,500 pupils were enrolled; 87 children's tourist centres serving



170,500 pupils of the Ukrainian SSR and other Union republics have been organized, with the aim of arranging pupil's excursions to industrial and cultural centres and natural reservations.

About 350,000 children took part in nature study expeditions on "Meeting the Spring", "Indian Summer" and "Our Country in Winter". About 1,300,000 pioneers and schoolchildren took part in the local study relay held in conjunction with the XXist Congress of the Communist Party of the Soviet Union. A total of over 3 million pupils took part in tourist excursions and expeditions during the past year. In 1960, pioneers and schoolchildren took part in an expedition dedicated to the 90th anniversary of Lenin's birth.

The first republican gathering of young historians from Ukrainian schools was held in Kiev in June, 1960.

As in recent years, great attention was devoted during the summer of 1959 to the health of schoolchildren. Pioneer and special camps, as well as other health establishments were attended by 1,600,000 pioneers and schoolchildren, i.e. almost 150,000 more than in 1958.

The XIVth spartakiad for pupils of the Ukrainian SSR was held in the summer of 1959; 2,806 schoolchildren competed. The spartakiad was preceded by school, district and regional athletic games, with a total of 3,135,000 contestants, i.e. 885,000 more than in the 1958 games; 1,256 records were set up at the district, city and regional games.

**International Relations** During 1959-1960 the international relations of the Ukrainian SSR were extended by making new contacts with several countries and by consolidating existing links with many other countries.

As in previous years the Ministry of Education maintained close relations with its neighbours—The Rumanian People's Republic, the Czechoslovakian Republic, the Hungarian People's Republic, the People's Republic of Bulgaria, the German Democratic Republic, the Polish People's Republic and the Chinese People's Republic.

Close cooperation was effected with the Polish People's Republic in all forms, such as the exchange of delegations of public education board workers, teachers, students and pupils.

Students from the Czechoslovakian Republic are studying at pedagogic institutions of the Ukrainian SSR.

During the past year the Ministry of Education welcomed delegations of workers in education from the Indonesian Republic, the Polish People's Republic, the Czechoslovakian Republic, Tunisia, Norway, Yugoslavia, the German Democratic Republic, the Hungarian People's Republic and the United States of America, while public education workers from the Ukraine visited a number of foreign countries.



# UNION OF BURMA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Report of Inquiry Committee* — Centralization —  
Inspection — Budget — QUANTITATIVE DEVELOPMENT — Primary Education —  
Secondary Education — Technical and Vocational Education — Private  
Schools — ORGANIZATION — Compulsory Education — Structural Changes —  
CURRICULA, SYLLABUSES AND METHODS — Modifications — Textbooks —  
TEACHING STAFF — Training — Conditions of Service — AUXILIARY SERVICES  
Scholarships — Educational Broadcasts — Youth Movements — Educational  
Guidance

### ADMINISTRATION

#### **Report of Inquiry Committee**

In the period 1900-1958, when efforts were directed towards the realization of the two four-year education plans, numerous educational problems cropped up. With a view to finding solutions to these problems and to formulating plans for further advance in education, an inquiry committee was appointed in July, 1957, under the chairmanship of the Prime Minister. The committee submitted its first interim report in February, 1959. A series of measures are being introduced as a result of the report.

#### **Centralization**

Prior to 1950 primary education was under the control of municipalities in towns and of district councils in rural areas. The primary education act of 1950 transferred the control of primary education to the central government. With the transfer of primary education control in the Rangoon municipal area to the government this year the centralization of education is now complete. Although it is believed that but for this radical measure the progress of the last ten years would have been impossible, the centralization of primary education control is only temporary. Under the democratic local administration act of 1953, the local bodies in one area after another are to be developed and the control of education will eventually be retransferred to them.

#### **Inspection**

In order to achieve effective supervision of schools at all levels, the eight educational divisions were reorganized into twelve divisions, raising the number of divisional inspectors from eight to twelve. Some readjustments were made in the distribution of work making the divisional inspectors of schools assume direct responsibility for the administration and control of education in their own divisions, subject to the approval of the Director of Education in certain cases.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by U AYE MUNG, Delegate of the Government of the Union of Burma.



**Budget**

The total expenditure on general education provided in State schools amounts to 121 million kyats, distributed as follows: primary education 63.9% (61.5% in 1958-1959), secondary education 28.8% (26.3% in 1958-1959), direction and inspection 3.2% (3.2% in 1958-1959), purchase of books 1% (3% in 1958-1959), scholarships 1.7% (1% in 1958-1959), vocational education 1% (1% in 1958-1959), repairs to school buildings 0.2% (0.5% in 1958-1959), other expenditure 0.2% (4% in 1958-1959).

In State schools, the cost per capita in the secondary stage was 121.96 kyats in 1959-1960 as against 131.97 kyats the preceding year. The decrease is attributable to the slowing down of expansion in secondary education and to curtailment of expenditure on new school buildings. The cost per capita in the primary stage was 45.31 kyats as against 44.89 the preceding year. The expenditure from private sources is not accounted for here.

**QUANTITATIVE DEVELOPMENT****Primary Education**

In 1959-1960, there were 11,557 State primary schools (11,157 in 1958-1959) making an increase of 400 schools or 3.5%. There are 1,543,874 pupils in State primary schools, i.e. 87.52% of the total school population at all levels. A considerable increase in the number of teachers is noted. The number of primary assistant teachers has risen from 34,514 in 1958-1959 to 36,590 in 1959-1960 (+2,076); 57.26% of primary teachers have professional qualifications, as against 51.26% the preceding year.

**Secondary Education**

In 1959-1960 there were 520 State middle schools as against 507 in the previous year (+13); there were 273 State high schools (271 in 1958-1959).

With regard to enrolment, in 1959-1960 there were 172,581 pupils in State middle schools (9.78% of the total school population) and 47,660 pupils in upper secondary classes of State high schools (2.7% of the total school population).

At the lower secondary stage the number of teachers has risen from 5,038 to 5,521 (+483). At the upper secondary stage, the number of teachers has risen from 1,890 to 2,034 (+144). In all, 77.95% of the teachers in lower secondary classes and 11.4% of the teachers in upper secondary classes are professionally qualified. The question of availability of fully qualified teachers for upper secondary classes is still acute; they are trained at the University of Rangoon faculty of education. In 1958-1959 the faculty of education turned out 162 qualified teachers and in 1959-1960, 253 qualified teachers (+91). In 1958-1959 the State teachers' training colleges produced 475 teachers to teach in the lower secondary classes as against 514 in 1959-1960 (+39).

**Technical and Vocational Education**

Technical and vocational education is provided in 89 State high schools and 12 middle schools. Commercial education continues to be given in two State high schools. Diversion of pupils from academic to technical and vocational channels still proves to be difficult.



## AUXILIARY SERVICES

**Study Circles**

The organization by schools and other institutions of various technical and agricultural circles is a very important educational effort. These circles encourage and stimulate constructive thinking, extend the pupils' knowledge of science and engineering, and give them habits of productive work. The annual display at the young technicians' and naturalists' pavilion in the Union exhibition of economic achievements is convincing evidence of this.

Special mathematics classes for senior pupils who wish to take up an advanced course of mathematics in their leisure time have been introduced by scientific bodies in various towns.

**Aesthetic Education**

Collective visits to theatres and cinemas, exhibitions, museums, picture galleries and architectural monuments, and excursions to interesting places are further developed every year.

Many pupils attend art clubs (drawing, painting, sculpture) opened at educational and other institutions. Exhibitions of children's drawings and other visual arts work are regularly arranged in schools, towns, districts, in autonomous and Union republics, as well as on a nationwide scale. An all-Union show of children's art is held annually in Moscow where the best exhibits from the republican shows are displayed. In the past few years Soviet children's work has been displayed in a number of foreign countries.

Serious attention is paid to the musical education of pupils. This activity is especially well organized in the Baltic republics of Latvia, Lithuania and Estonia. Singing has been introduced as an optional subject in senior classes at many secondary schools in other Union republics. Children's choirs are organized everywhere. More and more pupils take individual music and singing lessons out of school.

**Pupils' Health**

The number of boys and girls participating in various sports activities continues to grow; more athletic clubs are being opened at schools and other institutions.

Annual sports contests in towns, districts, regions, territories, and autonomous and Union Republics, topped by an all-Union schoolchildren's spartakiad, have become a tradition.

In 1957, the summer health improvement campaign was greatly extended. About 7 million children and adolescents went to pioneer camps, children's sanatoriums, excursion camps, children's homes, etc. More playgrounds for children in towns, additional seasonal kindergartens and pioneer camps sponsored by collective farms, and more new camps for young komsomol members were opened this year than in 1958.

Travel is becoming more and more popular among schoolchildren. Millions of boys and girls participate annually in various excursions to different places within their own district and all over the country. For the third year running the all-Union expedition of pioneers and schoolchildren has taken place. Its participants combine rest and recreation with observation and work for research, planning and economic organizations.



**Youth Organizations**

In the 1959-1960 school year the ranks of the komsomol and pioneer organizations continued to grow. In accordance with the decisions of the XIIIth young communist league congress and the new aims placed before schools by the communist party and the government, the activities of the komsomol and pioneer organizations were directed at encouraging and stimulating the initiative and constructive effort of their members and of other schoolchildren, at organizing them into a well-knit and able collective body, at effective ideological and political education, at involving young boys and girls in useful labour and social activities, and at developing in them a correct attitude towards their studies.

**Handicapped Children**

The Soviet Union has always taken good care of children with poor health and mental or physical deficiencies. Forest schools of a sanatorium type, special schools for mentally defective, deaf and dumb, and blind children, etc. are set up in every Union republic. The Russian Federation, for instance, operated 118 forest-sanatoriums and 630 special schools for 8,000 defective children in 1959-1960.



In 1959, 336,500 young specialists graduated from higher schools and 527,200 from specialized secondary institutions. Of these, 106,000 are engineers and 206,000 are technicians in various branches of industry, civil engineering, transport and communication, 125,000 are specialists in agriculture, about 200,000 are in the teaching profession and more than 100,000 are medical workers.

The number of research workers also increases yearly. There were 280,000 in 1958, and by 1959 there were 310,000. The increase in the number of research workers employed in different branches of engineering, physics, mathematics and chemistry in 1959 amounted to 14%.

In all, more than 50 million people (including office and factory workers who learnt new trades or raised their qualifications directly in production or by attending courses) were studying in the USSR in 1959-1960.

In 1959-1960, 2 million teachers were in service in general schools of all types.

The following statistics (in thousands) show the number of pupils in the constituent republics of the Union in 1914-1915 and in 1959-1960.

	General Education		Higher Education		Specialized Secondary Education	
	1914-15	1959-60	1914-15	1959-60	1914-15	1959-60
RSFSR . . . . .	5,684	18,735	86.5	1,412.7	35.4	1,161.7
Ukrainian SSR . . .	2,607	6,193	35.2	401.6	12.5	364.6
Byelorussian SSR . .	489	1,308	—	56.8	1.4	57.4
Uzbek SSR . . . . .	17.5	1,431	—	91.4	0.1	53.7
Kazakh SSR . . . . .	105	1,631	—	70.2	0.3	81.5
Georgian SSR . . . .	157	666	0.3	51.1	0.5	26.6
Azerbaijan SSR . . .	73	685	—	34.2	0.5	25.7
Lithuanian SSR . . .	118	440	—	25	1.5	27.7
Moldavian SSR . . .	92	502	—	18	0.5	16.3
Latvian SSR . . . . .	172	284	2.1	18.9	1.3	23.9
Kirghiz SSR . . . . .	7	360	—	17.1	—	16.3
Tadjik SSR . . . . .	0.4	366	—	18.9	—	11.5
Armenian SSR . . . .	35	312	—	19.1	0.1	13.7
Turkmen SSR . . . . .	7	260	—	12.5	—	12.6
Estonian SSR . . . .	92	178	3.3	12.9	0.2	13.4
Total USSR . . . . .	9,656	33,351	127.4	2,260.4	54.3	1,906.6

## ORGANIZATION

### Eight-Year Schools

In connection with the introduction of eight-year compulsory education, seven-year schools began to be reorganized. The eight-year school is an incomplete secondary polytechnical school compulsory for all children from 7 to 15-16 years of age. At the termination of studies the pupils acquire a greater amount of general and polytechnical knowledge than in the seven-year school and are psychologically and practically better prepared for their society responsibilities.

### Eleven-Year Schools

Simultaneously, ten-year secondary schools in all Union republics were reorganized into general secondary trade and polytechnical schools. These are schools of a new type, which, along with a full general secondary education, give young boys and girls who have



finished the eight-year school professional training in some branch of the national economy and culture. Instruction and education in these schools is combined with industrial training, and socially useful and productive work. The duration of studies in these schools is three years, so that the total length of studies in the eight-year school and the secondary trade and polytechnical school is eleven years instead of ten.

**Schools for Young Workers** Under the law of the supreme soviet of the USSR, schools for young agricultural and industrial workers were considerably developed in the 1959-1960 school year. Under the 1959 decree of the central committee of the communist party and the Council of Ministers of the USSR, pupils in these schools enjoy special privileges.

**Secondary Evening Schools** The transition to a seven-hour working day, and in some cases, a six-hour day, has created particularly favourable conditions for the development of evening secondary schools for working youth. The content of syllabuses in these schools is also undergoing qualitative changes designed to raise the pupils' professional standards.

**Higher and Specialized Secondary Education** In the 1959-1960 school year much work has been done by the authorities concerned to improve the organization of instruction in higher and specialized secondary schools as well as at the educational institutions of the labour reserves system. The training of specialists in these schools is a combination of tuition and socially useful productive work, in conformity with the specialization concerned. Measures have been taken to extend and improve evening and correspondence education and also the training of specialists directly at large industrial and agricultural concerns. About 2 million people, i.e. 50% of the total number of students at higher and secondary specialized schools, studied in 1959-1960 without interrupting their work.

**Supervised Activity** In many schools attendance has been lengthened, the pupils staying at school after class time in order to take part in various activities.

### CURRICULA, SYLLABUSES AND METHODS

**New Curricula and Syllabuses** The reorganization of the public education system called for new curricula and syllabuses in all types of schools, including professional, technical, higher and secondary specialized educational institutions, as well as for new textbooks and the revision of old ones.

In cooperation with research workers and educationalists, the republican Ministries of Education worked out new curricula and syllabuses for the eight-year school, the secondary general trade and polytechnical school and the evening secondary school.

The curriculum of the eight-year school allocates 1,050 hours more to general and polytechnical subjects than that of the seven-year school; the time for trade classes and useful work is doubled.



The curriculum of the eight-year school includes the following subjects: Russian, the native language and literature, mathematics, history of the USSR and of the world, the USSR Constitution, geography, biology, physics, chemistry, drawing, a foreign language, technical drawing, singing and music, physical culture and labour education. The distinctive feature of the new syllabuses is that they all bring tuition closer to life and to the practice of communist construction. This instruction aims at making the pupils proficient in general and polytechnical subjects, developing in them a love of work and a readiness to participate actively in social activities, and achieving their moral, physical and aesthetical education.

The curricula for town and rural secondary trade and polytechnical schools allocate two-thirds of the school time in the IXth, Xth and XIth classes to the study of general polytechnical subjects and one third to production training and work.

The evening secondary school curricula provide, along with general and polytechnical subjects, for the study of specific subjects necessary to improve the pupils' professional skills.

The new syllabuses in general and polytechnical subjects for the IXth, Xth and XIth classes are common to both the secondary general trade and polytechnical school and the evening secondary school and provide for a higher level of education than in the ten-year secondary school. In the IXth, Xth and XIth classes advanced scientific work is done in mathematics, physics, chemistry and biology.

In accordance with the decisions of the central committee of the communist party and the Council of Ministers of the USSR, changes have been made in the teaching of history: in class IV, stories from the history of the USSR have been introduced, in class V an elementary course in ancient history, in classes VII and VIII an elementary course in the history of the USSR covering basic information on the social and political organization of the soviet State and on the modern history of foreign countries. In classes IX, X and XI a systematic course in the history of the USSR and the modern history of foreign countries is given; in addition a course on fundamentals of political knowledge has been introduced in class XI.

Particular emphasis is given to the study of foreign languages. The main aim is to develop habits of oral speech, to teach pupils to read, understand and translate certain foreign texts.

Special weight is attached to the pupils' ideological and political education in teaching all the subjects, to bringing up children and young people in the spirit of communist ideology and morals, socialist patriotism and proletarian internationalism, and in the love of peace and friendship among nations, and to developing in them a respect for work and making them ready for public activities.

The new curricula and syllabuses for higher and specialized secondary institutions were introduced in the 1959-1960 academic year.

Work in the secondary schools in 1959-1960 according to the new curricula and syllabuses proves that the correct implementation of the Marxist-Leninist principle of combining study with production work ensures a higher level of general and polytechnical education and a good professional training and thereby provides an effective solution of the problem of educating versatile, well developed young people.



**Methods** The new type of school required changes in methods in order to encourage in every way possible an independent approach and initiative on the part of the children.

More and more children and young people have been drawn into useful social work, a communist attitude towards work has been encouraged by the practical nature of tuition in all subjects, new ways have been found to render methods of teaching more lively and to combat verbal methods, laying special emphasis on the emotional element in all educational work.

**Textbooks** New school books on general and polytechnical subjects in line with the new syllabuses for the eight-year school, the secondary trade school and the evening secondary school were being worked out in 1959. It is planned to complete this work within the next 4-5 years so that the new books will keep in step with the change-over to the new curricula and syllabuses.

### TEACHING STAFF

**Training** The educational reform required radical changes in the training of staff at teacher training institutes and universities.

These higher level institutions must train primary school teachers, instructors in labour subjects and the special subjects to be taught in the senior classes of secondary schools as a result of the introduction of production training, as well as instructors in singing, drawing, and technical drawing, and educators for boarding schools. The Russian Federation, for example, opened in 1959 at teacher training institutes 11 industrial and 14 agronomical departments, 7 visual arts and 3 music departments, and 40 departments for training teachers for elementary classes.

The new curricula and syllabuses for teacher training institutes and universities provide for the study of those subjects required by the new system. Further, much more time is allotted to teaching practice. In all, one year out of the five-year course is devoted to practical teaching in schools.

**Further Training** Work to raise teachers' qualifications took place in 1959-1960 as in previous years in teachers' associations, district and town pedagogical cabinets and in refresher courses. This year more attention was paid to the latest achievements in science, engineering and culture, to technology and the organization of work in industrial plants and factories, in the building industry, in transport and in agriculture. Ideological work has also been intensified; the subject matter of pedagogical journals has been reviewed and improved accordingly. New scientific and methodological literature for teachers has been published.

Particular attention continued to be paid to the study of the best pedagogical experience. At the "pedagogical readings", held not only by the RSFSR academy of pedagogical science but also by all Union republics, experience in the schools and pressing problems of instruction and education are thoroughly discussed. These readings help to improve polytechnical education and professional training, and provide for better standards and improved organization.



For the whole of technical preparatory and secondary education of various kinds in the Southern Region, the number of classes was 14,951 in 1958-1959 and 15,084 in 1959-1960 (+133) and the number of pupils was 444,415 in 1958-1959 and 466,017 in 1959-1960 (+5%).

The corresponding figures for the Northern Region are 323 schools in 1958-1959 and 349 in 1959-1960 (+8%), and 66,022 pupils in 1958-1959 and 71,832 in 1959-1960 (+9%).

## ORGANIZATION

**Educational Experiments** An experiment was started this year in five secondary schools, four for boys and one for girls, the main feature being the inclusion of vocational courses in the general course, so that pupils may see more opportunities for the future than entrance to the university.

**Agricultural Education** Agricultural education has been improved by lengthening the school year, by the use of record cards and subject rooms, and by maintaining closer relationships between the school and its former pupils.

## CURRICULA, SYLLABUSES AND METHODS

**Standardization** Plans are being made for the introduction in the two regions of standardized curricula and examination rules for primary and preparatory schools.

**Secondary Curriculum Revision** Now that the educational system has changed from 4+4+3 years to 6+3+3 years and that curricula for the primary and preparatory levels have been revised, it is essential to reconsider curricula for the secondary stage. The new curricula are expected to be implemented next year.

Among changes proposed are: (1) the second foreign language is to be optional in the science stream but still compulsory in the literary one; (2) students in the literary stream may take an optional course in general science and those in the science stream may take an optional course in social studies; (3) a course in socio-economics has been introduced as an alternative to philosophy; (4) geology will figure in the science course.

**Examinations** It is inevitable that the examinations system in the two regions should be revised with a view to unification. In addition, the need has been felt to raise the standard of preparatory and secondary schools. The minimum mark required for a pass is 50% of the total instead of about 42%.

## TEACHING STAFF

**Training** The primary teacher training course is to be extended to 4 years instead of 3. Every student teacher must have 50 hours' social service practice per annum in the locality. The record card system, including results of tests, interviews, etc. is used for the selection of student teachers.

Syllabuses and textbooks in training schools have been revised.



Teachers in technical schools are given courses in pedagogy, psychology and related subjects, and are brought up to date with the recent advances in their professions.

Two new primary teacher training schools were established in the Northern Region this year. The music teachers' training school in Damascus was replaced by classes for music in the primary teacher training schools in Damascus and Aleppo.

An orientation course for primary school directors took place in Damascus during the vacation. Seminars for secondary school directors and inspectors were held in Damascus, Alexandria, Cairo and Assiut.

Courses in physical education were also arranged to train primary teachers of the first four grades to teach this subject as well as acting as class teachers.

Refresher courses for one school year continue to be held in the faculty of education in Cairo. These courses aim at training senior masters, principals, inspectors and other leading officials in the field of education.

#### AUXILIARY SERVICES

##### Youth Welfare

The youth welfare departments of the Ministry of Education in both regions, supported by the youth welfare council, take care of the sport and social life of pupils in all schools.

Subsidies were granted by youth departments for the construction of playgrounds, camps, etc. They arrange school journeys and excursions in and out of the country. Youth homes, where students spend a few days in a healthy social environment under the supervision of trained workers, are scattered all over the two regions. Summer camps are full of students during the summer vacation. Groups change over once a fortnight.

Much care was given to school libraries in both regions. This movement started earlier in the Southern Region and is now beginning in the Northern Region. There are 393 school libraries in the Southern Region staffed by 305 full-time librarians.

Primary class libraries total 12,000. The budget allocated for library books and magazines in the Southern Region rose to 60,000 Egyptian pounds against 10,000 in 1952.



# UNITED ARAB REPUBLIC

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Board of Planning* — Finance — *School Building* —  
QUANTITATIVE DEVELOPMENT — *Primary Schools* — *General Preparatory*  
*Schools* — *General Secondary Schools* — *Technical Education* — ORGANIZATION  
— *Educational Experiments* — *Agricultural Education* — CURRICULA, SYL-  
LABUSES AND METHODS — *Standardization* — *Secondary Curriculum Revision*  
— *Examinations* — TEACHING STAFF — *Training* — AUXILIARY SERVICES  
— *Youth Welfare*

### ADMINISTRATION

#### Board of Planning

The report on educational developments in 1958-1959 referred to the setting up of a central Ministry of Education for the two regions of the U.A.R. alongside the executive ministry for each of them. The need has arisen for a planning board presided by the central Minister of Education and composed mainly of the two executive ministers, the technical adviser, the under-secretaries, the directors of the three ministries and also the directors of the departments which have prepared plans. The projects presented are concerned with higher policy, objectives, and all questions concerning the educational unification of the two regions.

#### Finance

In the Northern Region the education budget for 1959-1960 totalled 71,557,000 Syrian pounds<sup>2</sup>, an increase of more than 11% over the 1958-1959 budget. The increase in the technical education budget is more than 20%. The subsidy to the University of Damascus totals 10,836,000 Syrian pounds, an increase of 26%, mainly for the development of science and technology.

In the Southern Region the total budget of the Ministry of Education is 41,423,000 Egyptian pounds, an increase of 5%, mainly for school meals and the improvement of teachers' salaries. The total subsidy to the 4 universities is 5,295,000 Egyptian pounds (+22%) the largest part of which is for Alexandria and Assiut Universities, which are mainly concerned with science and technology.

#### School Building

In the Southern Region the school building programme begun in 1953 still continues, and 178 new school buildings are to be delivered to the Ministry of Education in 1960.

In the Northern Region 152 schools have been expanded, while 71 new schools are being constructed.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. A.A. EL-KOUSSY and Mr. I. HAMMOUDA, Delegates of the Government of the United Arab Republic.

<sup>2</sup> The Syrian pound is equivalent to  $\frac{1}{5}$  of the Egyptian pound.



A five-year plan for school building has been adopted for the two regions. For the Egyptian Region 770 schools will be constructed and 76 replaced. For the Syrian Region the number is not yet fixed.

### QUANTITATIVE DEVELOPMENT

#### Primary Schools

In the Syrian Region 222 new primary schools were established and 548 new classes opened, with the result that the total number of classes is 14,880 as against 13,420 in 1958-1959.

The number of teachers was 9,860 in governmental schools and 3,450 in private schools as against 9,053 and 3,399 respectively in 1958-1959.

The primary education budget is 52.9% of the total budget of the Ministry of Education.

In the Southern Region the total number of classes is 58,729 as against 55,598 in 1958-1959 (+6%). The number of boys and girls joining the first class was 497,580 as against 415,858 in 1958-1959 (+20%). The total number of children registered in primary schools is 2,452,377 (+8%)

More attention is being given to people in border areas. A number of schools have two shifts and every effort is being made to have one shift per day for all primary school children.

Special education for the physically and mentally handicapped is being attended to, that for the blind, the deaf and the dumb being more advanced than that for the mentally retarded. Special classes and a special school have been set up for the latter.

#### General Preparatory Schools

The policy of the country is gradually to limit general preparatory and secondary education and to expand technical education at the preparatory and secondary levels. That is why in the Southern Region the number of classes in preparatory schools fell to 8,186 in 1959 from 8,607 in 1958. The number of pupils is 250,903 in 1959 as against 248,042 in 1958. The number of teachers is 15,218 in 1959 as against 16,111 in 1958. The general practical schools included in these figures are on the increase.

#### General Secondary Schools

The policy of gradually limiting academic secondary education and expanding secondary technical education results in a decrease in the rate of increase for the former. The number of classes in the Southern Region for the year 1959-1960 is 3,671 as against 3,629 in 1958. The number of pupils is 120,767 as against 115,608. The number of teachers is 8,534 as against 8,411.

The same tendency to a slight increase may be seen in the Northern Region from the following figures for preparatory and secondary schools taken together: 1959-1960, 328 schools, 66,196 pupils, and 3,462 teachers; 1958-1959, 305 schools, 61,950 pupils and 3,092 teachers. The increase in the number of pupils was therefore 6.85%.

#### Technical Education

The authorities are giving great attention to technical education in the Northern Region. Agricultural education will gradually be placed in the hands of the Ministry of Education. Technical preparatory and domestic science preparatory schools have been set up. Commercial education is also being given due attention. Secondary technical education comprises industrial, agricultural, commercial, joint technical and domestic science schools.



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# UNITED KINGDOM

## England and Wales

### EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Report of the National Advisory Council — New Advisory Body — Transfer — Finance — Aid to Voluntary Schools — School Building* — QUANTITATIVE DEVELOPMENT — *Number of Primary and Secondary Pupils — Numbers in Further Education — Numbers in Universities — Pupils per Teacher* — ORGANIZATION — *Academic Courses — New Technical Courses — Commercial Education — Adult Education — CURRICULA, SYLLABUSES AND METHODS — Suggestions* — TEACHING STAFF — *Supply — Training — Further Training — Conditions of Service* — AUXILIARY SERVICES — *Special Education — School Meals and Milk — Aid to Students — Residence — Youth Service and Adult Welfare — International Relations*

#### ADMINISTRATION

##### **Report of the National Advisory Council**

The national advisory council for education in England, a standing council appointed under the 1944 act, presented during 1959 a report on education from 15 to 18. The report, generally known as the "Crowther Report", reflected a conviction that there is still much undeveloped talent amongst young people. Two of the committee's recommendations were that the school leaving age should be raised to 16 years between 1960 and 1968, and that compulsory part-time day release for attendance at county colleges up to the age of 18 should be fully introduced in the following decade. The report considered particularly the question of voluntary prolongation of schooling beyond the minimum leaving age, the need for external examinations in secondary schools, the structure of the sixth form in grammar schools with regard to specialization, and both the quality and quantity of further education facilities. The council suggested that more full-time sandwich courses should be made available. Finally, the committee emphasized the need for a "coherent, properly phased development programme extending by timed and calculated steps into the future" and recommended a 20-year programme of educational development as both feasible and necessary.

During a debate on the report in the House of Commons early in 1960, the Minister stated that, whilst the government accepted the principle of compulsory full-time education to the age of 16, they did not consider it practicable to fix a date as early as that suggested by the council. The first needs were to train enough teachers to reduce oversize classes and to bring the schools to a state nearer readiness for the change. One measure would be the addition of another 8,000 places

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. J. G. M. ALLCOCK, Delegate of the United Kingdom Government.



to the programme of training college expansion. The government did not feel able at this stage to decide on the introduction of compulsory part-time education up to the age of 18 at a yet more distant date, but hoped to see increases in voluntary participation in further education by 16- and 17-year-olds and in the release by employers of young employees for part-time day attendance at technical and commercial colleges.

**New Advisory Body** A national advisory council on art education was appointed at the beginning of 1959 to consider reconstruction of the courses leading to the National Diploma in Design.

**Transfer** Departmental responsibility for agricultural education, which had previously been with the Ministry of Agriculture and Fisheries, was transferred to the Ministry of Education in 1959.

**Finance** The year 1959-1960 saw the introduction of the new system of grants for local authorities paid by the Ministry of Housing and Local Government. The immediate apparent effect of this was to reduce considerably the sum granted by parliament to the Ministry of Education, from £384 million in 1958-1959 to £107 million in 1959-1960. This latter covers residual grants to authorities in respect of earlier years, grants for school meals, etc., grants to establishments aided directly by the Ministry, awards to students and various other services.

This does not, however, mean that national expenditure on education was reduced. The over-all figure of local education authority expenditure was expected to rise to about £612 million compared with £599 million in the previous year. The general grant payable to all authorities was increased during the year from £393 million to £402 million to take account of the increased salaries payable to teachers, etc.

Generally speaking, each local education authority is responsible for the provision of education for pupils and students living in its area. However, as some establishments accept students from other districts, arrangements to share the expenditure in such cases equitably were crystallized in regulations made during the year. The arrangements for pooling expenditure on advanced further education included an element for relating an authority's share to the degree of industrial and commercial development in the area.

The annual general income of the universities (including Scotland) in 1957-1958 was nearly £50 million. Of this, 11% came from fees, 6% from grants for research, 3% from local authorities and 9% from endowments, donations, etc. The balance of just over 70% came from the State through the University Grants Committee. The State's contribution has risen from about £2 million before the war to £34 million in 1957-1958 and £36 million in 1958-1959.

**Aid to Voluntary Schools** Of the 30,600 maintained primary and secondary schools in England and Wales, nearly 4,800 are "voluntary aided". The Ministry has hitherto helped the voluntary bodies by paying in addition a grant of 50% of any approved capital expenditure they incurred. It became apparent in 1959 that the reorganization of secondary schools envisaged in the 1958 white paper would impose a heavier burden on the Churches. After negotiation with the Church authorities concerned, the government introduced a bill whereby the grant of 50% could be



**School Building**

The value of building work done during 1959 was £11.7 million against £10.7 million in 1958. The number of new school places provided during the year was 50,502.

The value of new work started in 1959 was £18.2 million, the highest achieved so far. At the end of the year, 72 new schools and 130 extensions providing a total of 97,300 places were under construction.

The white paper of 1956 on future development in the field of technical education indicated that the government would promote an extensive building programme under which the capital value of work to be started in the five years 1956-1961 would approach £10 million. Proposals for work to the value of over £10 million, including the erection of 18 new technical colleges and 8 major extensions to existing colleges, have been approved, and the government authorized in 1959 investment of a further £6 million for the provision of new and improved accommodation in the years 1961-1964.

**Universities**

As the Scottish universities do not come under the Scottish Education Department, all information relating to them as regards finance, buildings, numbers, etc. is given in the report for England and Wales.

**QUANTITATIVE DEVELOPMENT****Number of Schools and Pupils**

The number of public and grant-aided schools in 1959 was 3,316, compared with 3,293 in 1958. Of these, 78 were nursery schools, 2,346 primary schools, 776 secondary schools and 116 special schools for handicapped pupils. The average number of pupils in these schools rose from 876,227 to 884,124.

The number of children in secondary departments rose by 9,422 in 1959. The number in primary departments fell by 2,189, although entry to infant classes rose by nearly 1,000 reversing a downward trend which had continued since 1953.

In all, 22,096 pupils, i.e. about 2.5% of the school population, attended independent schools. At the beginning of the year 160 independent schools had been included in the register; 14 schools were subsequently deleted following their recognition as grant-aided schools. Of the 146 schools remaining in the register, 133 had, by the end of December, 1959, been inspected and found acceptable for final inclusion in the register.

**Number of Teachers**

At the beginning of October, 1959, the latest date for which full returns are available, 37,722 persons were employed as teachers, an increase of 1,001 over the previous year. Of these, 35,786 were certificated teachers and 1,936 were persons who, whatever their qualifications, were not recognized as certificated teachers. Of the certificated teachers 16,140 were graduates, including 4,524 with first or second class honours; there were 23,630 women and 12,156 men teachers.

**ORGANIZATION****Senior Secondary Course**

The four-year senior secondary course was introduced at the beginning of the session in 1959-1960 in preparation for a new grade of examination which will come into effect in 1962.



**Technical Education**

The main emphasis in the first stage of the programme for the development of technical education is on remedying deficiencies at the local technical college level and, in particular, on expanding the facilities for the technical education of craftsmen and technicians at main centres of population in the larger industrial areas. The purpose of the second stage will be both to expand the provision at the central institutions still further so that they may increase their output of advanced students, and to secure an extension of technical education facilities in the smaller centres of population.

The Secretary of State has appointed a national body, consisting of equal numbers of industrial and educational representatives, known as the Scottish technical education consultative council, which is "to secure the widest possible measure of consultation on vocational further education between employers, employees and those responsible for its provision, and to advise on, and generally to promote, the development of such education".

A new technical college has been provided at Thurso, and in Aberdeen an adapted primary school has been brought into use as a centre for commercial studies. Four new technical colleges are under construction. Plans have been approved for four others, and agreement has been reached on the courses and the accommodation to be provided in nine more in widely dispersed areas. Satisfactory progress is also being made with the large extensions which are to be erected at several existing local technical colleges and central institutions.

This year the number of students released by their employers to take part-time courses involving both technical and general education increased by more than 1,900. Over 138,000 students were taking full-time or part-time vocational courses.

**CURRICULA, SYLLABUSES AND METHODS****Trends**

Trends in curricula have generally centered round the need for variety in the education provided in order to suit the widely varying needs, abilities, and aspirations of individual pupils and to accord with the varying circumstances and environments of individual schools. Furthermore, at both the primary and the secondary stages the schools are seeking to achieve an appropriate balance in their curricula between the more traditional and academic subjects and the newer and more practical subjects, particularly towards the end of the secondary course. The schools are coming more and more to realize that there is no rigid universal answer to these problems and are trying increasingly to satisfy the needs of their pupils by flexibility in their curricula.

**Flexibility of Method**

In the realm of method growing flexibility is again the keynote. Fewer teachers are now found who use exclusively one kind of method. In the primary schools, for example, classes are less seldom taught as units; group methods and individual work are more often introduced at appropriate points and for appropriate purposes.



increased to 75% for the provision of new voluntary secondary schools needed to take pupils from existing aided primary schools, and this became law during the year.

### School Building

The total value of educational building started during the year was £77 million, i.e. some £5 million more than in 1958. Projects completed during the year were worth £85 million and work under construction at the end of the year totalled £119 million. These figures represent the capital value of work involved, from various sources.

Some 254,000 new places were provided during the year, just over one-third of them being primary and the remainder secondary, in 501 new schools or extensions to existing premises. Schools under construction at the end of the year will provide another 225,000 places, three-quarters of them in secondary schools. The two-year building programme compiled during 1959 emphasized secondary rather than primary provision. About one-third of the total programme provided for the improvement or replacement of existing schools, whilst emphasis was also laid on science accommodation. Twenty-one new special schools were provided during the year.

Plans were in hand for the 363 projects comprising the five-year plan for expansion of further education and work was progressing on many of them; projects worth £10½ million were completed during the year and others to the value of nearly £15 million were started.

As the five-year programme ended in 1960-1961, the Minister announced during 1959 that a further three-year programme would follow it, entailing expenditure of about £15 million on building work for each of the three years 1961-1962 to 1963-1964.

Whereas the State made little or no contribution to the universities' capital expenditure before the war, it now provides about 90%. The State's non-recurrent grants for buildings, sites, fees and equipment have increased from about £2 million in 1957-1958 to nearly £12 million in 1957-1958 and £16.5 million in 1958-1959. These sums include certain payments for the development of the Imperial College of Science and Technology (a self-governing school of the University of London), where it is aimed to raise the number of full-time students from 1,650 in 1953 to 3,000. In 1953 the estimated cost of this project was £15 million.

Present plans are based on a figure of about 135,000 students in the latter half of the decade, and, in anticipation of such an increase, the government have provisionally allocated £15 million for each of the four years 1960 to 1963 for new university buildings, exclusive of the Imperial College project. It is expected that some two-thirds of the increased number of students will elect to study science or technology and the provisional building programmes reflect this trend. Recently, however, it has become clear that a total of 135,000 places will be insufficient to meet the expected demand and the government has authorized the University Grants Committee to explore with the universities the possibility of providing an additional 35,000 to 40,000 places by the late 1960's or early 1970's. Although the majority of additional places will be provided in existing university institutions the possibility of founding new institutions is not ruled out. The government has already agreed to the establishment of a University College of Sussex which hopes to admit its first students in October, 1961.



## QUANTITATIVE DEVELOPMENT

**Number of Primary and Secondary Pupils**

The total number of children in primary and secondary schools continued to increase and reached the highest level yet recorded. Some comparative figures are:

Year	Primary	Secondary	• Total
1947 . . . .	3,444,000	1,590,000	5,034,000
1950 . . . .	3,657,000	1,994,000	5,651,000
1953 . . . .	4,194,000	2,013,000	6,206,000
1957 . . . .	4,419,000	2,358,000	6,777,000
1958 . . . .	4,363,000	2,476,000	6,839,000
1959 . . . .	4,184,000	2,717,000	6,901,000

Although the number in primary schools continued to decline (—4.13% in 1959 as compared with 1958), the pressure on the secondary schools rose yet again (+9.7%); this was due not only to the fact that children of the peak birth-rate years after the war moved through the secondary stage, but also to a substantial increase in the number staying voluntarily beyond the minimum leaving age of 15.

The number of children in special schools for handicapped pupils rose by some 2,000. The number awaiting places, mostly educationally sub-normal, fell from just over 17,000 to just under 16,000.

**Numbers in Further Education**

Student numbers continued to rise and were estimated to be as follows:

	1957-1958	1958-1959
Full-time courses . . . . .	83,700	96,800
Sandwich courses . . . . .	6,500	8,500
Part-time day courses . . . . .	485,300	491,700
Evening classes in technical and commercial colleges . . . . .	721,000	780,000
Evening classes in evening institutes . . . . .	977,000	1,007,000

The numbers of advanced courses and of students taking them continued to increase and the actual output of 12,500 students from such courses made it clear that the original target of 15,000 students per annum by the mid-1960's aimed at in the five-year plan for the expansion of technical education would be easily overshoot before then.

By contrast, the lower level courses did not expand as much as had been hoped. A fall in the rate of increase in the number of boys taking part-time day release courses indicated a fall in the number entering employment as craft apprentices; this was coupled with a high rate of wastage from the courses. The problem was receiving urgent consideration at the end of the year.

The number of full-time teachers in establishments of further education continued to rise; it had doubled between 1949 and 1956 and had increased by half as many again by 1959, and the rate of increase suggested that the numbers needed to match the expected increase in students would be found. Whilst the general level of technical qualification of teaching staff is high, there is room for more technology graduates trained



in full-time rather than part-time courses and only a small fraction of the total force has received any pedagogic training.

**Numbers in Universities** There are 21 universities and 3 university colleges in Great Britain and there are now nearly 103,000 full-time students in these universities compared with 100,200 in the academic year 1958-1959 (+2.79%) and about 50,000 before the war. The university population is expected to continue to rise, not only because of the rising birth rate, but also of the tendency for more boys and girls to seek entrance to a university.

In 1957-1958, 10,612 full-time students (10.7% of the student body) came from outside the United Kingdom. In 1958-1959 the number was 10,200 (10.2%). These figures relate to students engaged on courses of a year's duration or longer.

In addition, courses of less than a year's duration attract many students from overseas, particularly in medicine. The proportion of students from overseas has remained steady in spite of a rising total student population and increasing demand from students resident in the United Kingdom.

The number of full-time academic staff employed in teaching departments has risen from about 4,000 in the academic year 1938-1939 to 11,125 in 1958-1959 and 11,700 at the beginning of the session 1959-1960. The average number of students per teacher throughout the universities (excluding Oxford and Cambridge where, owing to the college system, conditions are not comparable with those in other universities) has moved from 10.2 in 1938-1939 to 7.6 in 1958-1959 and at present it is about 7.5. This improvement has enabled the universities to take more postgraduate students, and university teachers to devote more time to scholarship and research; in many universities it has resulted in closer contact between teacher and student.

**Pupils per Teacher** Despite the increase in the number of children in school, the increase in the teaching force enabled over-all staffing standards to be maintained. There is a marked improvement in junior classes, where the proportion of pupils in classes of more than 40 pupils had fallen to 24.7% (—5.5% compared with 1958), but a deterioration was evident amongst seniors, where classes of more than 30 rose to 64% (+2%).

## ORGANIZATION

**Academic Courses** The Minister welcomed an increase in the number of secondary modern schools offering an academic type of course leading to the General Certificate of Education, which has hitherto been taken mainly at secondary grammar schools. This means that children who do not, when entering secondary school, go to a grammar-type school, can still take a course suited to their abilities if these prove to be more academic than those of the average pupil at a secondary modern school.

**New Technical Courses** Plans were made during the year to establish an advanced school of automobile engineering and a college for training civil air pilots. In both cases the colleges, to open in the autumn of 1960, were to be financed partly from government funds and partly by the industries concerned.



**Commercial Education** It has become apparent in recent years that more might be done for commercial education if it were treated separately from technical education, and an advisory committee which had been considering the question presented its report to the Minister during 1959. It recommended provision of expanded facilities parallel to those recently made in technology, and called on employers to release more of their staff for part-time day college training. The Minister commended the proposals to local education authorities and announced that special priority would be given to commercial education projects in the educational building programmes for 1962-1963 and 1963-1964. Another working party presented a report on education in management studies, recommending changes.

**Adult Education** The term "adult education" is used to denote classes, usually in liberal studies, organized by voluntary organizations such as extra-mural departments of universities, the Workers' Educational Association, etc. The popularity of three- or four-year tutorial classes declined during 1959, student numbers dropping by about 1,000 to just under 9,000, but demand for sessional classes rose to over 19,500 students. The Ministry's grants to bodies organizing such classes rose by £52,000 to £560,600. The work of the residential colleges (e.g. Ruskin, Fircroft) continued to grow, and the Ministry's grants increased to over £41,000. The Ministry also gave slightly higher grants to other bodies concerned with adult education (about £16,000).

#### CURRICULA, SYLLABUSES AND METHODS

**Suggestions** One of the most popular of the Ministry's pamphlets has been the handbook of suggestions for teachers in elementary schools, which was first published in 1905, revised in 1937, and reprinted many times. This was replaced in 1959 by a new publication, "Primary Education: Suggestions for the consideration of teachers and others concerned with the work of primary schools". Another pamphlet published early in 1960 was "Science in Secondary Schools".

#### TEACHING STAFF

**Supply** In 1959 the teaching force in maintained schools increased by about 5,000 extra teachers, bringing the total force to nearly 270,000. However, the numbers of oversize classes are indicative of a continuing shortage. There is also still evidence of maldistribution of staff between area and area, and the Ministry's scheme of indicating a quota for each authority continues to operate, as it had clearly been some help to the areas most hard-pressed.

There was a welcome increase in the supply of graduate teachers in secondary schools, due partly to an extension of the system of deferring national service for men teachers. The supply of teachers for establishments of further education was more satisfactory.

The number of students entering non-graduate courses of teacher training increased by some 1,300 to over 16,000; the number of graduates taking one-year pedagogic courses at training colleges or university departments of education also increased, to well over 3,000.



The increase in numbers at training colleges was achieved only by overcrowding existing accommodation and by various temporary expedients. One new non-residential college was established. The extra students taken in this year will help to ease the situation at the difficult moment resulting from the extension of the training course from two years to three from 1960 onwards. Another measure planned to fill this gap is to recruit substantial numbers of well qualified older students to take special shortened courses of one or two years.

The number of students entering one-year courses of training at the three technical teacher training colleges (included in the totals above) rose during the year to just under 500, and for the first time one-term courses for teachers serving in establishments of further education were also held; over 150 teachers attended these courses.

### Training

The expansion of colleges clearly entails the recruitment of extra staff. The Ministry urged colleges to try to make the most economical use of staff and to use more part-time lecturers where possible, and agreed that induction courses of one term could be provided for those taking up training college teaching for the first time.

There were special courses of further study (some one-year and some shorter) for training college lecturers, to prepare them for the introduction of the three-year course in training colleges.

The Ministry does not prescribe the curriculum for training colleges, but the plans for the expansion of the colleges had to take into account on a national basis the needs of the teaching profession for courses in various subjects. The colleges made known the courses they would particularly feature and this information was incorporated in the list of training colleges which the Ministry published and asked local education authorities to make available to prospective students.

### Further Training

The programme of one-year supplementary and special advanced courses to enable general teachers to specialize or take posts of particular responsibility was again large, some 2,600 teachers attending 157 courses; there were also a few one-term courses. The courses were heavily weighted in favour of mathematics, science, teachers of handicapped pupils, handicrafts, housecraft and physical education. Local education authorities cooperated in sending staff to attend such courses despite the shortages of teachers in the schools.

The Ministry held 77 short (one or two weeks) refresher courses for over 3,800 serving teachers, including one course in Sweden, one in Paris and another in Rome.

### Conditions of Service

Negotiations between representatives of teachers' organizations and local education authorities led to their presenting to the Minister an agreed report recommending new scales of pay for teachers in schools, establishments of further education and training colleges. The Minister approved the reports and made orders requiring local education authorities to bring the new rates into force on the 1st October, 1959.

The basic scale for non-graduate teachers in schools was increased from one of £475 by £25 increments to £900, to one of £520 by £27.5 increments to £1,000. Additions were made to the allowances for extra



time spent training and for degrees. Special allowances for responsible posts and head teacherships were increased also.

In establishments of further education scales were increased too, from the lowest grade lecturer, on the same rates as non-graduate primary and secondary teachers, to senior lecturers whose scale was increased from one of £1,350 by £50 increments to £1,550, to one of £1,550 by £50 increments to £1,750. A new grade of principal lecturer was created for the largest colleges, with a salary scale rising to a maximum of £1,900, whilst heads of departments' salaries would increase at the maximum from £2,050 to £2,250. In colleges of advanced technology a higher grade still could receive up to a maximum of £2,500. Training college salaries were increased on a similar scale, the maximum for the highest post of principal lecturer increasing from £1,550 to £1,800. In both cases head teachers and deputy heads would of course receive more.

The rates quoted are for men—women's rates were slightly lower but are being increased by instalments to equal men's rates by the 1st April, 1961.

An act of parliament passed during the year enabled retired teachers' pensions to be increased by amounts varying from 2% to 12% in common with those of other public service pensioners.

Temporary (unqualified) teachers may be appointed only with the approval of the Ministry and the period of employment is generally limited to two years. There was some increase in the numbers so employed in 1958-1959, from 2,143 in the previous year to 3,122, as the result of a decision to allow men who were candidates for teacher training or degree courses to take up such employment. Hitherto it had been limited to those accepted for and awaiting training college places.

### AUXILIARY SERVICES

**Special Education** The Minister issued two circulars aimed at implementing recommendations of a special committee which considered the problems of maladjusted children. The circular indicated ways in which local education authorities might lay plans for an expanded and improved child guidance service, and recommended means by which maladjusted children might be most effectively educated.

**School Meals and Milk** The number of children taking school dinners rose slightly to about 49.7% compared with 47.8% in 1958, and additional building resources were made available to improve school meals facilities where most needed. The number of schools without facilities fell from 539 to 501.

The percentage of children taking milk at school remained at about the same level as for several years, i.e. about 84%.

To relieve the burden caused to teachers in connection with the school meals service, the Minister asked authorities to review their arrangements for providing supervisory, clerical and accounting assistants, and instituted an inquiry into the steps that the authorities had taken by the end of the year.



**Aid to Students**

The Ministry awarded some 3,600 State scholarships to students entering honours degree courses at universities, and the local education authorities made some 15,900 awards; thus out of about 22,000 English and Welsh students entering universities in England and Wales, over 19,000 were receiving financial assistance from public funds. According to the means of their parents, this assistance can vary from a purely honorary award to the full cost of tuition and maintenance and a vacation grant. Local education authorities made a further 12,300 awards to students entering courses at technical colleges and art colleges.

The Ministry made 246 awards to postgraduate students in arts subjects, and the department of scientific and industrial research made over 1,000 to others in the science faculties.

Most of the 18,000 students entering teacher training courses at training colleges and university departments of education were also grant-aided by their local education authorities on scales which vary according to parental means, but which at the maximum can cover the full cost of tuition and maintenance during the course.

The over-all proportion of assisted students has risen from 40% before the war to nearly 80% at present.

**Residence**

There is a marked tendency at present for students to seek admission to universities away from their homes. Before the war, 41% of students lived at home, whereas in 1957-1958 only 25%, and in 1958-1959 only 23.8%, did so. Consequently more and more students are finding it necessary to live in lodgings. At the same time the educative value of residence in a university hall or college is becoming increasingly recognized and a greater proportion than ever before of new university building is being devoted to the provision of halls of residence.

**Youth Service  
and Adult Welfare**

The Ministry's grant to voluntary youth organizations was increased by £20,000 to a total of over £114,000, and the amount offered to local voluntary bodies for capital cost of premises and equipment was nearly £217,500, i.e. £50,000 more than in the previous year and the highest since the war.

A committee which had been considering the needs of the youth service presented its report to the Minister. The committee recommended a ten-year development plan for the service, a small development council to advise the Minister, expanded arrangements for training full-time youth leaders, improved salaries for youth leaders, and more money for the general expansion of facilities. As a short-term measure it called for an emergency training college for youth leaders. The Minister accepted the main recommendations of the committee in so far as they called for action on the part of the government, and announced the setting up of the emergency college as from the beginning of 1961. Ten of the existing teacher training colleges were also to offer youth leadership courses as a main subject in the new three-year training college course. The Minister appointed the development council early in 1960, with himself as chairman.

The Ministry's grants to local voluntary bodies for capital expenditure on village halls, community centres and playing fields amounted to over £251,000, whilst grants of over £130,000 were paid to the Central Council



for Physical Recreation and another £18,000 to social service organizations. Certain sports organizations received altogether nearly £8,000 towards the cost of coaching schemes.

**International Relations** Seventy-eight teachers exchanged posts for a year with teachers in other parts of the Commonwealth, and 90 with teachers in the United States of America; this was apart from an estimated 3,000 teachers going overseas during the year, mostly to countries of the Commonwealth, to take up posts there. Nearly 600 students or young teachers went to Europe as foreign language assistants and over 800 came from Europe to England and Wales. In the universities of Britain there were over 10,000 students from overseas and another 11,000 in technical colleges, etc.

The United Kingdom participated fully in the work of Unesco and in the cultural activities of a number of other regional groups and bilateral arrangements, whilst many educationists, administrators, teachers and students from overseas were welcomed to Britain.

During the year the United Kingdom became a member of the International Bureau of Education.

A Commonwealth education conference was held to consider ways of helping the less developed parts of the Commonwealth. Plans evolved included a substantial number of scholarships for postgraduate students to come to the United Kingdom, provision of more places for Commonwealth students in training colleges and technical colleges in Britain, and recruitment of more teachers for service in key posts in overseas territories.

## Scotland

### EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — Finance — School Building — Universities — QUANTITATIVE DEVELOPMENT — Number of Schools and Pupils — Number of Teachers — ORGANIZATION — Senior Secondary Course — Technical Education — CURRICULA, SYLLABUSES AND METHODS — Trends — Flexibility of Method — TEACHING STAFF — Supply — Training — AUXILIARY SERVICES — School Health — School Meals — Grants — Child Guidance — Handicapped Children — Youth Service

#### ADMINISTRATION

**Finance** Expenditure on education has continued to rise. The amount spent by education authorities has increased from about £72.5 million in 1958-1959 to £77.8 million in 1959-1960 (+7.17%). Part of it is also attributable to further increases in teachers' salaries, including the fifth instalment of equal pay for women teachers.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. D. DICKSON, Delegate of the United Kingdom Government.



In the secondary schools the choice of method like the choice of content is increasingly affected by the desire to introduce greater realism into the work and to provide a sense of purpose for the pupils. At all stages methods which accord with the natural interests and natural bent of young people—particularly methods which involve active participation by the pupils—are becoming increasingly popular.

This flexibility can only be achieved by giving a very great measure of freedom to the schools to find their own answers to their curricular problems. The Department has done all in its power to ensure that its regulations, while preserving an essential minimum of public control, in no way interfere unduly with their freedom of choice in matters of content and method of instruction.

### TEACHING STAFF

#### Supply

Despite the increase in the total number of teachers, the demand continues to exceed the supply. This may be attributed to the movement into the secondary schools of the large age-groups of pupils born in the immediate post-war years, a movement which has resulted in an increase in the number of specialist teachers required. Increased recruitment is further offset by the high wastage rate among single women teachers, many of whom leave the service on marriage after a relatively short period of teaching. The most serious shortages are in secondary schools, especially in respect of specialist teachers of mathematics and science, teachers of music, commercial subjects, and women teachers of physical education and homecraft.

As the shortage of teachers was markedly more severe in some areas than in others, education authorities, with one exception, agreed to participate in a scheme which aims at a more equitable distribution of teachers. It is estimated that the number of new teachers leaving Scottish colleges of education in 1960 will exceed the national wastage by, at the most, 600 teachers. The new scheme, in which no account is taken of the numbers of married women teachers who are employed, provides that the relatively well staffed areas will not increase their teaching staffs above the numbers employed at October, 1959, so that the badly staffed areas may share, proportionately according to their needs, the 600 additional teachers. The scheme will be reviewed after one year.

Much propaganda has been undertaken to attract more recruits to the profession. Visits have again been paid to the universities and to certain technical colleges by teams of serving teachers, and publicity has been continued for the special scheme which was instituted some years ago to enable persons from other walks of life to study and train for teaching.

Action was taken on a number of the recommendations made by the special committee of the advisory council on education on measures to improve the supply of secondary teachers. The recommendations on salaries were brought to the attention of the statutory negotiating body; increases in salaries were subsequently awarded and the committee's opinions on increased bursaries were placed before the United Kingdom committee that was examining this question.



**Training**

During the year the regulations were altered to enable graduates with third class honours degrees to train as full specialist teachers of academic subjects (a category which had been open only to first or second class honours graduates) and to relax slightly the general education requirements for the entry to training of persons over 24 years of age who wish to become teachers of practical subjects.

The first part of the review of the training system dealt with the constitution and functions of the bodies which administer teacher training. The new system which came into being with the Teachers (Training Authorities) (Scotland) Regulations, 1958, was described in the report for 1958-1959.

A start will shortly be made on the second part of the review of the training system which will deal with college entrance standards, the nature of training, training standards and certification.

**AUXILIARY SERVICES****School Health**

An investigation into the effectiveness of the routine examinations conducted by the school health service is now proceeding. Experiment is required to test the practicability of alternative methods of screening to ensure early treatment of disease.

There were 171 dental officers at 30th September, 1959. Dental health is still much below what it should be; the continuing indiscriminate consumption of sweetmeats at all times of the day contributes to the increasing prevalence of dental caries.

The routine testing of the vision of five-year-old entrants continues in most areas.

Continued attention is being paid to the early detection of children with impaired hearing.

The arrangements made by local health authorities for immunization against diphtheria and whooping cough are now well established and progress was maintained during the year. The response to the offer of vaccination against poliomyelitis continued to rise and by the end of the year, in the group which included schoolchildren, over 80% had received two injections and third injections were being given. Tuberculin testing of schoolchildren aged 13 years and over is carried out and BCG vaccination against tuberculosis is offered to those who are negative reactors to the test.

**School Meals**

In addition to the provision of school meals accommodation at new schools and at existing schools where it was needed, the opportunity was taken to improve school meals facilities at schools which were being modernized and extended. A census taken in September, 1959, showed that, at that time, over 255,000 children were taking meals at school. The opportunity of taking milk, which is provided free, is available to almost all pupils and about 88% of them take it.

**Grants**

The number of bursaries awarded by education authorities to pupils over school age in secondary schools and departments and to students undertaking courses of further education rose



from 31,663 in the session 1957-1958 to 35,500 in the session 1958-1959; relative expenditure rose from £2.9 million to £3.5 million.

#### **Child Guidance**

In thinly populated areas it is customary for education authorities to employ educational psychologists to visit schools and treat those pupils who require guidance. The number of education authorities who employ their own psychologists continues to increase, and more and more advantage is being taken of the facilities offered by the services for child guidance.

#### **Handicapped Children**

More special schools for handicapped children have been established. The number of these schools is now 114, an increase of four over the previous year. The chief shortages are of schools for mentally handicapped and for maladjusted children.

#### **Youth Service**

In view of the difficulties experienced in the youth service, e.g. the shortage of full-time and part-time leaders, the Secretary of State decided, in consultation with the statutory and voluntary bodies concerned, to set up a standing consultative council on youth service in Scotland. The council, whose initial period of office is for two years, was appointed in December, 1959, "to secure the greatest possible measure of consultations and coordination both nationally and locally among the statutory authorities and the voluntary organizations engaged in youth service and to promote the development of the service".

The steadily increasing interest in outdoor activities of the kind provided at the Scottish Centre of Outdoor Training at Glenmore Lodge in the Cairngorm Mountains has been greatly stimulated by the erection of a new and larger building to replace the existing premises. The new Lodge was officially opened in September, 1959.

## **Northern Ireland**

### **EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>**

ADMINISTRATION — *Legislation* — *Budget* — *School Building* —  
QUANTITATIVE DEVELOPMENT — *Numbers* — *Pupil-Teacher Ratio* — ORGANI-  
ZATION — *Educational Guidance* — *Further Education* — TEACHING STAFF —  
*In-Service Training* — *Conditions of Service* — AUXILIARY SERVICES — *Scholar-*  
*ships* — *School Radio and Television* — *School Meals and Milk* — *Youth Welfare*

#### **ADMINISTRATION**

**Legislation** The Education (Amendment) Act (Northern Ireland), 1960, amends the law relating to the part-time employment of children. Other purposes of the act are to facilitate attendance at full-time further education courses for young persons under eighteen

<sup>1</sup> From the report sent by the Ministry of Education of Northern Ireland.



years of age. The act also deals with pupil transport arrangements and authorizes local education authorities to pay the examination fees of pupils at primary, intermediate and special schools.

#### Budget

Parliament voted £ 14,281,133 for the expenditure of the Ministry of Education in 1959-1960, compared with a vote of £ 13,577,723 for 1958-1959 (+5.18%). The actual total expenditure of the Ministry in 1958-1959, from all sources, was £ 17,287,260, to which should be added £ 1,751,355 expended by local education authorities, from local sources, in addition to the grant they received from the Ministry.

#### School Building

During 1959-1960, 3,880 new places for primary school pupils, 6,630 for secondary school pupils and 100 for technical school pupils were provided in new schools or in extensions to existing ones. In addition, work was in progress to provide 7,200 new primary places, 14,660 secondary school places, 2,580 technical school places and 95 places in special schools. During 1959, it became possible to close 35 schools which were considered unsatisfactory, but there are still 16 schools which are so overcrowded that it is necessary to use the shift system.

### QUANTITATIVE DEVELOPMENT

#### Numbers

The following table shows the number of pupils and teachers in the various types of education in 1959-1960 and the difference, where available, from the previous year.

	Pupils			Teachers		
	1959-1960	Difference	%	1959-1960	Difference	%
Pre-primary . . . . .	632	—		26	—	
Primary . . . . .	200,503	—5,513	— 2.68%	6,277	— 37	— 0.59%
Special schools . . . . .	1,522	+ 88	+ 6.12%	115		
Secondary intermediate . . . . .	42,364	+6,396	+ 17.8%	1,726	+259	+17.65%
Secondary grammar . . . . .	31,473	+ 58	+ 1.06%	1,853	+ 61	+ 3.4 %
Technical intermediate . . . . .	5,517	+1,032	+ 3.39%			
Further education (full-time, part-time and evening students) . . . . .	33,592	+2,469	+ 7.93%	<div style="display: flex; align-items: center;"> <div style="font-size: 3em; margin-right: 10px;">{</div> <div> 674 (full-time)  1,050 (part-time) </div> </div>		
Adult education . . . . .	4,172					
Teacher training colleges . . . . .	1,521	—				

The decrease in primary school enrolments was the result of progress in the reorganization of schools, which entails the transfer of all children over the age of 11-12 from the primary school to new secondary intermediate schools.

One result of reorganization has been an increase in the number of small schools. Thus, while the number of primary schools with three or more teachers fell during 1959 from 810 to 774, the number of one- and two-teacher schools rose from 748 to 771.

#### Pupil-Teacher Ratio

The over-all pupil-teacher ratio in primary schools on 31st December, 1959, was one full-time teacher to 31 pupils, as compared with 1 to 31.8 pupils the previous year. The number of



over-large classes also decreased: classes with more than 50 pupils fell from 224 on 31st December, 1958, to 100 the following year, while those with more than 40 pupils decreased from 1,695 to 1,331 in the same period.

### ORGANIZATION

#### **Educational Guidance**

During the year the fourth advisory council for education continued its investigations into arrangements for the selection of pupils for the different kinds of secondary school and submitted a report to the Minister on 30th July, 1960.

#### **Further Education**

The advisory committees dealing with mechanical engineering, electrical engineering and building made recommendations to the Ministry on arrangements for the award of trade scholarships. These recommendations were accepted and are to be introduced in 1960-1961.

There were important developments in courses and examinations for management and business studies during the year. From 1960, an examination in workshop technology is to be held in the third year of the mechanical engineering course at technical schools. Revised syllabuses were issued for the automobile engineering examinations, and alternative syllabuses for the third-year course in electrical engineering. Three technical institutions conducted a pre-catering course.

### TEACHING STAFF

#### **In-Service Training**

Vacation and other courses for teachers in service were attended by a total of 1,709 teachers during 1959.

#### **Conditions of Service**

The standing committee appointed in May, 1959, to consider all matters related to the remuneration of teachers in all types of recognized school, including technical institutions, submitted its first report in September. Its recommendations were implemented by regulations which took effect on 1st October, 1959. The Ministry authorized local education authorities to pay an interim increase to part-time teachers from 1st October, 1959, pending a review of existing rates. The new rates were subsequently introduced as from 1st August, 1960.

The Pensions (Increase) Act (Northern Ireland), 1959, gave all teachers who retired not later than 31st March, 1957, increases varying between 2% and 12%.

### AUXILIARY SERVICES

#### **Scholarships**

Local education authorities awarded the following scholarships in 1959: 5,075 for grammar schools (+331), 579 for university studies (+115), 49 major awards for further education (-7) and 909 minor awards for further education (+61). The Ministry awarded 164 trade scholarships (+46) and 52 postgraduate studentships in 1959.



**School Radio and Television**

During the school year 1959-1960, 822 grant-aided schools (46%) registered with the School Broadcasting Council of the United Kingdom as listening schools; 71 of these schools also registered for television.

**School Meals and Milk**

During the financial year 1958-1959, the Ministry made grants totalling £ 1,438,385 for school meals and milk services in pre-primary, primary, intermediate, grammar, special and independent schools and institutions of further education. In March, 1960, over 90% of the pupils took free milk, and 83,000 pupils (34.4%) took their meals at schools i.e. 18% more than the previous year.

**Youth Welfare**

Grants totalling £ 71,064 were made to local authorities and voluntary organizations during 1959-1960 for youth welfare, physical training and recreation.



# UNITED STATES

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — School Building — QUANTITATIVE DEVELOPMENT — Number of Pupils — Number of Teachers — Numbers in Higher Education — Level of Schooling — ORGANIZATION — Pupil Evaluation, Guidance and Counselling — Vocational and Technical Education — Education of Indians — CURRICULA, SYLLABUSES AND METHODS — Primary Education — Secondary Education — Teaching of Foreign Languages — Educational Research — TEACHING STAFF — Training — AUXILIARY SERVICES — School Libraries — Parent-Teacher Association

### ADMINISTRATION

#### School Building

In 50 states and the District of Columbia the number of instruction rooms at the beginning of the 1958-1959 school year was 1,231,952, while at the beginning of the 1959-1960 school year it was 1,285,552. The number of rooms completed during 1958-1959 was 70,000, while the number of rooms scheduled for completion during 1959-1960 was 62,700.

### QUANTITATIVE DEVELOPMENT

#### Number of Pupils

The following statistics give the number of pupils at the different levels of public and private education for 1958-1959 and 1959-1960 for Continental United States (excluding Alaska)<sup>a</sup>.

	1958-1959		1959-1960 <sup>b</sup>	
<i>Kindergarten up to grade 8 (elementary)</i>				
Public schools (full-time) . . . . .	26,927,000		27,890,000	
Private schools (full-time) . . . . .	4,693,000		5,400,000	
Other schools <sup>c</sup> . . . . .	173,000	31,793,000	170,000	33,460,000
<i>Grades 9 to 12 (secondary)</i>				
Public schools (full-time) . . . . .	7,790,000		8,100,000	
Private schools (full-time) . . . . .	1,102,000		1,050,000	
Other schools <sup>c</sup> . . . . .	88,000	8,880,000	90,000	9,240,000
<i>Higher education</i>				
Universities, colleges, professional schools, junior colleges, normal schools and teachers' colleges (degree-credit enrolment)		3,623,000		3,780,000
Total . . .		44,296,000		46,480,000

<sup>a</sup> Data are for total enrolment during the school year; these figures are slightly larger than those for autumn enrolment.

<sup>b</sup> Estimated.

<sup>c</sup> Includes federal schools for Indians, federal elementary and secondary schools on posts, model and practice schools in teacher training institutions, sub-collegiate departments of colleges, and residential schools for exceptional children.

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. S. M. BROWNELL, Delegate of the Government of the United States.



The increase in enrolments was 2,184,000 or 4.9% for the total number of pupils and students; for the kindergarten up to the eighth grade the increase was 1,667,000 or 5.2%, for the ninth to twelfth grades it was 360,000 or 4%, and for students in higher education 157,000 or 4.3%.

Since 1949-1950, i.e. in the last ten years, the total enrolment has increased by more than 15 million, or 48.4%. The enrolment up to the eighth grade increased by 50.7%, for grades 9 to 12 by 43.2% and for higher education by 42.2%.

#### Number of Teachers

The number of teachers in full-time public schools in 50 states and the District of Columbia in autumn 1955 and 1959 was as follows:

	1955	1959	Difference	
Elementary schools . . . . .	732,640	839,825	+107,185	(+14.6%)
Secondary schools. . . . .	408,401	527,059	+118,658	(+29.1%)
Total . . . . .	1,141,041	1,366,884	+225,843	(+19.8%)

In 1955, 64.2% of the teaching staff was in primary education and 35.8% in secondary education; in 1959, 61.4% of the teachers were in primary education and 38.6% in secondary education. The number of pupils per teacher in primary education was 30.2 in 1955 and 28.6 in 1959; in secondary education it was 20.9 in 1955 and 21.3 in 1959.

#### Numbers in Higher Education

In autumn, 1959, out of every 100 persons aged from 18 to 21 years, 36.2 were students preparing for degree-standard examinations in higher education establishments, compared with 35.6 in 1958, 34 in 1957 and 14.3 in 1939. The numbers of such students are thus continuing to rise, not only as a result of the increase in population, but also, and principally, because of increased interest in college study.

The proportion of students enrolled in the various types of higher education institution was as follows: universities, 43.1%; liberal arts colleges, 28.4%; teachers' colleges, 10.3%; technological schools, 3.1%; theological and religious establishments, 1.2%; schools of art, 0.5%; junior colleges, 12.1%; other professional schools, 1.4%.

#### Level of Schooling

In March, 1959, the average number of school years completed by persons aged 25 to 29 years was 12.3. The corresponding figure for 1940 was 10.4, so that there is a marked tendency for more persons to attain higher levels of schooling.

### ORGANIZATION

#### Pupil Evaluation, Guidance and Counselling

Some states have long had programmes for pupil evaluation and guidance, but in 1958 impetus was given to these services when the U.S. Congress enacted public law 85-864 (the education act), title V (A) of which authorizes state programmes of guidance counselling and testing of secondary school pupils in all states. Federal aid has enabled 53 of 55 states and outlying areas to establish or improve pupil guidance programmes.



The education act has helped bring about marked expansion in state supervision of guidance programmes. Professionals at the state level increased from 69 in 1958 to 144 in 1960. Increased demand for consultative service at local levels has exceeded this rapid expansion.

Practically all states have recognized the need for promoting a better understanding and utilization of test results. Consequently numerous conferences have been held to assist local school personnel. The greatest use of testing is reported at the 9th grade level, to aid in educational planning. All states report the use of professionally qualified persons to develop state testing programmes.

Standards for implementing title V (A) of the education act cover guidance and counselling services, staff qualifications, counsellor-pupil ratios and physical facilities, equipment and supplies. Minimum ratios for counsellors range from 1: 450 to 1: 1,200. Increases in the number of counsellors in local schools occurred in 47 states. Enrolments in counsellor preparation courses have risen. Counselling and guidance institutes authorized in the education act have provided training for many already engaged in, or planning to enter, the counselling profession. In 1959, there were 2,210 counsellors who attended institutes; in 1960, opportunities for approximately 3,000 counsellors were provided.

#### **Vocational and Technical Education**

A shortage of trained semi-professional personnel, badly needed in this age of automation and technological advance, places increased emphasis upon technicians and semi-professional training programmes. At the same time there is an overlarge supply of unskilled labour. A response to this need has been the development of vocational education for residents of geographical areas, encompassing all of the regular vocational education services, including trade and industrial education, distributive education, vocational agriculture, home economics, and practical nurse education. Enrolment in these 5 categories in 1959 was 3,700,000.

The education act of 1958 authorized financial aid for the provision of vocational and related technical training and retraining of less than college level, including related instruction for apprentices, designed to fit them for useful employment as highly skilled technicians in recognized occupations requiring scientific knowledge. This act provides new opportunities for youth and adults previously unable to obtain training because they did not live near a place where training was available. The programmes are now offered in such institutions as high schools, vocational and trade schools, technical institutes, community colleges and junior colleges. In the first year of operation, 18,300 full-time students trained for entry into the labour force as highly skilled technicians, and 28,200 persons undertook extension programmes for retraining or upgrading. During 1959-1960 the level of enrolment approximately doubled.

There are a number of institutions of higher education offering two-, three- and four-year courses, which can be classified as technical institutions. Four-year courses lead to a bachelor's degree, while two- and three-year courses lead to a diploma, certificate or associate degree at a semi-professional level. The number of bachelor's and first professional degrees conferred in engineering, science and mathematics rose by 11.7% between 1956-1957 and 1957-1958.



**Education of Indians** In 1959, 61% of school-age Indian children at school attended public schools, 9% were enrolled in private schools, and 30% attended federal schools operated for those living in isolated areas outside organized public school districts.

## CURRICULA, SYLLABUSES AND METHODS

**Elementary Education** For decades educators have been trying to identify able children in their early years. The education of gifted children includes enriched lessons, grouping according to ability and interest, individualized teaching, individual and group research, and special classes. Accelerated learning, not accelerated promotion, is the aim; cumulative records help in this work.

In science teaching increased emphasis is now placed on a systematic science course from the kindergarten up to grade 12. Learning is facilitated by reading, experiments, demonstrations, excursions and films. Increasing use is made of scientific apparatus. Exhibitions of scientific work stimulate pupils and interest their parents. Concept learning as an aim has influenced the articulation of elementary and secondary science syllabuses. The self-contained classroom is most common in elementary schools, but some schools are experimenting with departmentalization in science teaching.

Inductive and deductive reasoning are used in mathematics to spur original and creative teaching. Use of objects and experiences are employed to promote conceptual development and computational skill. Teachers emphasize application of number concepts to increase mathematical thinking and meaning for pupils.

Teaching in small groups in recognition of individual differences facilitates learning. Some departmentalization is being tried for mathematics teaching.

**Secondary Education** Emphasis is placed on full development of abilities in secondary schools. Research is in progress on teaching techniques, grouping procedures, enrichment, special classes and the advisability of early college admission.

Many methods are currently used in secondary schools to gear courses to pupils' capacities. Most schools attempt to individualize pupils' programmes. Schools usually require a minimum number of course requirements and offer guidance in the choice of elective subjects. Others provide several courses from which pupils choose according to interest or ability. Transfer from one course to another is possible when a student's interest and his record make a change desirable.

Many schools use ability grouping in required subjects. In general, consideration is given to ability, achievement and interest in placing pupils in a group.

An increasing number of secondary schools use a plan which provides quite different curricula for pupils of different ability and achievement. (honours, college preparatory, vocational, general). Transfer from one type to another is more difficult under this system.



Several institutions of higher education are cooperating with secondary schools by offering advanced standing or college credit for special courses, usually in mathematics, science and foreign languages, to able pupils while they are at the high school.

In both science and mathematics a trend is toward higher requirements, revision of course content and better teaching. New materials being developed are being tested before they are widely distributed. Guidance is especially focussed on the needs of the gifted student. Colleges, states, and local school units are reporting steps to improve methods of teaching. Various methods of in-service education for teachers provide a means to speed up improvement of instruction.

#### **Modern Foreign Language Teaching**

The growing need for Americans able to use a second language to communicate with other peoples of the world has brought a new stimulus to language teaching, which is undergoing a thorough revision. More languages are being offered and studied longer by more students than ever before. Oral communication is stressed. New teaching materials and equipment enhance instruction. Teacher qualifications are being improved.

New impetus to language study had its origin in the education act of 1958 which authorized language development programmes at the higher education level and provided financial aid to improve instruction at secondary and elementary levels. Foreign language instruction at the elementary level is being introduced in nearly every state. There is a trend to encourage, and in some places to require, more secondary school pupils to study a foreign language. Oral techniques joined with reading and translation over four or more years of instruction is current in some places.

#### **Educational Research**

Three significant trends in recent educational research are: (1) greater use of scientific methods; (2) more interdisciplinary research; (3) increasing emphasis on research by the educational profession.

Important research is currently going forward on many aspects of education, e.g. the efficacy of special classes for educable mentally retarded children; a national survey of human resources, based on a scientifically selected sample of 500,000 high school pupils; the preparation of school administrators.

Because so much new activity is developing, a survey of the status and trends of educational research is being undertaken. Information on some 50 organizations involved in educational research will be analyzed and discussed by scientists. Results will aid definitions of levels of educational research, assess scientific maturity of such research and describe the level of theory development and utilization of research tools as guides to future educational research.

Newer educational media, including television, radio, motion pictures, video tape, and filmstrips, are being studied intensively to discover ways in which they can be used to bring more and better learning to more people in less time.

The education act of 1958 showed federal concern in this area, authorizing research, experimentation, and dissemination of information. The Office of Education administers this programme, which embraces



three main categories of research: (1) educational use of television; (2) development and testing of new materials; (3) development of devices for self-teaching and self-testing.

Illustrative of the range of projects are: (1) a study of pupil achievement under the use of television to provide advanced mathematics and science instruction to gifted students in grades 10, 11, and 12; (2) a study of uses of audio-visual material in improving parent attitudes toward the education of deaf children; (3) a study of the use of television in practice teaching and classroom observation; (4) studies of direct application of "teaching machines" to education at all levels; (5) studies of combined use of television with teaching machines; (6) studies of uses of teaching machines with mentally retarded children.

In addition to such research projects, a great deal is being done to disseminate information in these areas to wide audiences of educators and laymen through publications, conferences, seminars and demonstrations.

#### TEACHING STAFF

##### Training

In the 1959-1960 school year, 75% of all elementary teachers and nearly 100% of all secondary school teachers held a bachelor's degree. The corresponding figures for 1956 were 13% for elementary teachers and 44% for secondary teachers.

#### AUXILIARY SERVICES

##### School Libraries

It is estimated that 96% of the secondary schools and about 30% of the elementary schools have school libraries. About 65% of the remaining elementary schools are served by classroom collections or public libraries. An approximate sum of 35 million dollars was spent in 1959-1960 on school libraries, i.e. about 2 dollars per pupil.

**Parent-Teacher Association** At the beginning of 1960, the National Congress of Parents and Teachers, an association devoted to the improvement of the schools of the nation, had a membership of 11,516,905, which was more than double that of 10 years ago.



# VENEZUELA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Administrative and Technical Services* — *Inspection* — *Budget* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Pupils and Teachers* — ORGANIZATION — *Experimental Centre of Rural Education* — *Experimental Institute of Education* — *Rural Trade School* — *University of the East* — *Education for Women* — CURRICULA, SYLLABUSES AND METHODS — *New Curricula* — TEACHING STAFF — *Training* — *Further Training* — *Status* — AUXILIARY SERVICES — *Literacy Campaign* — *Scholarships* — *Boarding Schools*

### ADMINISTRATION

#### **Administrative and Technical Services**

Readjustments have continued to be made in the structure of the administrative and technical machinery, in order to achieve greater efficiency in the implementation of the Ministry of Education's educational policy. To this end, the over-all educational planning office was set up by decree No. 115 of the Presidency of the Republic dated 7th August, 1959. This office has a director, assistant director, director of the information and documentation centre, director of social studies, etc., and officials for liaison between the planning bureau and the departments of the Ministry.

The Ministry's audio-visual centre began work in 1959 with the introduction of the radio and television services. This centre draws up cultural programmes for radio and television, and its main aim is to contribute to the spread of school and out-of-school education by the use of audio-visual methods. It comprises an educational committee composed of five primary and secondary teachers who are responsible for the preparation of the programmes and the material and who at the same time act as technical advisers.

On 12th May, 1959, the general university council was installed. Its aim is to coordinate and direct university life in the framework of the new law on the universities which was promulgated on 5th December, 1958. The council began by drawing up internal regulations for its own organization and operation. It passed important resolutions and recommendations regarding the coordination and guidance of education in all the universities in the country and has already drawn up regulations for coordinating the opening, modification and operation of the faculties, schools and institutes in all universities.

#### **Inspection**

The development of education throughout the country has rendered the expansion of the inspection system indispensable. In primary education, 8 regional inspection areas have been set up, which

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. R. LEANDRO MORA, Delegate of the Government of Venezuela.



brings the number of such areas up to 15. The number of new area inspector's posts has been increased by 8 and those in school districts by 41. There are 120 district inspectors in all. The inspection of secondary schools is the responsibility of (a) a national inspection council; (b) the inspection service; and (c) inspection centres. The staff of these bodies is composed of 15 inspectors and 10 assistant inspectors. The number of inspectors for teacher training has been increased by four. A department for the inspection of technical education has been set up and employs 8 officials.

### Budget

The Ministry of Education budget for 1959-1960 totalled 461,091,765 bolivars, an increase of 93,408,799 (+25%) over the previous year's budget. To this sum must be added allocations from the Ministry of Public Works (103 million bolivars) for school building, from the educational services of other ministries (75,674,810 bolivars), the education departments of regional governments (99,182,192 bolivars), and the municipal education departments (23,074,369 bolivars), i.e. 300,931,741 bolivars in all.

The Ministry of Education budget for 1959-1960 represents 9.13% of the national budget. If the amounts invested in education by other official bodies are added, the proportion is 15%.

The following table shows the various entries in the Ministry of Education budget for 1959-1960, expressed in bolivars.

Central services. . . . .	8,481,944
Technical services. . . . .	6,418,130
Primary education and teacher training . . . . .	225,798,206
Secondary, higher and special education . . . . .	63,736,429
Trade, industrial and commercial education . . . . .	34,424,478
Culture and fine arts . . . . .	13,128,372
Welfare and social aid . . . . .	29,130,747
National universities . . . . .	77,525,582
Sports institute. . . . .	2,400,000
Brought forward from previous budgets . . . . .	47,877
Total . . . . .	461,091,765

### School Building

The Ministry of Education has opened 133 new primary schools and 90 more are at present under construction. An allocation of 1,005,778 bolivars was made for repairs and renovations to 32 primary schools. Two new secondary schools have been opened. A sum of 341,000 bolivars has been spent on repairs to buildings for trade, commercial and industrial education.

## QUANTITATIVE DEVELOPMENT

### Number of Pupils and Teachers

The following table shows the number of pupils and teachers in 1958-1959 and in 1959-1960 in the different types of education. There are in addition 2,526 one-teacher schools attended by 98,007 children between 7 and 14 years of age. These schools come under the adult education office.



		1958-1959		1959-1960			
		Pupils	Teachers	Pupils	Diff. %	Teachers	Diff. %
Pre-primary	{ official	5,861	147	6,913	+ 17.9	169	+ 14.9
	{ private	10,690	337	13,257	+ 24	391	+ 16
	total	16,551	484	20,170	+ 21.9	560	+ 15.7
Primary	{ official	804,575	19,100	1,024,736	+ 27.4	27,048	+ 41.6
	{ private	130,488	5,272	147,657	+ 13.2	5,706	+ 8.2
	total	935,063	24,372	1,172,393	+ 25.4	32,754	+ 34.4
Secondary	{ official	45,675	1,611	63,005	+ 37.9	2,511	+ 55.9
	{ private	25,690	2,253	24,923	- 3	2,460	+ 9.2
	total	71,365	3,864	87,928	+ 23.2	4,971	+ 28.6
Teacher training	{ official	7,690	330	15,719	+104.4	731	+121.5
	{ private	6,636	720	9,827	+ 48.1	918	+ 26.1
	total	14,326	1,058	25,546	+ 78.3	1,649	+ 55.9
Technical	{ official	23,319	1,168	31,497	+ 35.1	1,562	+ 36.3
	{ private	2,139	281	1,959	- 8.5	269	- 4.3
	total	25,458	1,449	33,456	+ 31.4	1,831	+ 28.4
Pedagogical	{ official	856	102	1,824	+113.1	162	+ 58.8
	{ private	—	—	—	—	—	—
	total	856	102	1,824	+113.1	162	+ 58.8
Universities	{ official	13,618	1,723	18,658	+ 37	2,142	+ 24.3
	{ private	2,508	259	2,634	+ 5	289	+ 11.6
	total	16,126	1,982	21,292	+ 32	2,431	+ 22.7
Grand total	{ official	901,594	24,181	1,162,352	+ 28.9	34,325	+ 42.1
	{ private	178,151	9,130	200,257	+ 12.4	10,033	+ 9.9
		1,079,745	33,311	1,362,609	+ 26.2	44,358	+ 33.3

## ORGANIZATION

**Experimental Centre of Rural Education**

The experimental centre of rural education was set up at El Macaro, in the state of Aragua, in collaboration with the institute of international education and with the financial support of the Creole Foundation. It covers 21 schools situated in areas round about the El Macaro agricultural school. A training course for the staff of these schools has been started. The rural schools of Guatemala were visited to study conditions. Syllabuses were drawn up, and the organization of similar centres and of rural schools in each state of the Republic is being examined.

Rural school centres are units composed of a given number of one-teacher schools linked by means of communication so that contact is possible between them. It is hoped thereby to facilitate school attendance while at the same time favouring the child's adaptation to his environment and protecting him from the social and economic points of view.

**Experimental Institute of Education**

This institute was set up with the aim of carrying out pedagogical experiments in the fields of pre-primary, primary and teacher education.

**Rural Trade School**

The first steps have been taken towards the institution of a real course of agricultural education starting at the pre-



vocational or primary education level. The regulations and organization of a pilot institute, called the Calabozé rural trade school, in the state of Guarico, have already been worked out.

**University of the East** The establishment of this university was decided by a decree of 21st November, 1959. The organizing committee started work immediately on a study of characteristics of the area and of its educational, cultural and social problems. It has examined probable lines of economic, population, and other development, prior to deciding on the organization, characteristics and site of the new schools and institutes. To this end it has made contact with the national coordination and planning office, which carries out work of this kind at the national level.

The main object is to set up a university centre in the town of Cumana and to encourage the establishment of new centres for specialized education in areas offering opportunities for development. In all these university centres, preference is to be given to studies which for various reasons have received little or no attention in the other universities and which are of intrinsic value in the knowledge, development and diversification of the Venezuelan economy and in raising the national standard of living. The plan for the organization of the faculties is as follows:

The faculty of science might comprise the institute of oceanography (Cumana) the eastern observatory (Porlamar), the schools of biology, chemistry, and physics (Cumana) and the technical schools of fishing (Cumana and Porlamar).

The engineering faculty would comprise the institute of electro-mechanical research (Barcelona), the institute of biological and mining research (Ciudad Bolívar), the schools of chemical, mechanical, and electrical engineering (Barcelona), the school of mining engineers and the school of metallurgical engineering (Ciudad Bolívar), the school of petroleum engineering (Maturín), the geology school, the technical mining school, and the technical school of metallurgy (Ciudad Bolívar).

The faculty of agronomy, veterinary medicine and zoo-technics would comprise the research institute of agriculture and cattle breeding, the schools of agronomy, veterinary medicine and zoo-technics and the technical school of agriculture (Maturín).

The faculty of arts and education (Cumana) would comprise the higher school of administration (Porlamar) and the medical school (Ciudad Bolívar).

**Education for Women** Education in Venezuela is equally available to both men and women. In general, schools are coeducational. In view of the ever increasing employment of women in industry, however, the former school of arts and crafts for women has been converted into a women's technical school.

#### CURRICULA, SYLLABUSES AND METHODS

**New Curricula** The conversion of the school of arts and crafts for women into a women's technical school has entailed changes in the curriculum of the school. The new curriculum includes a five-year higher course, two-year vocational courses in several different specializations and two-year open courses also providing opportunities for specialization.



In response to several requests, the technical council of education has studied the position of the teaching of child care, which was hitherto compulsory only for girls receiving secondary education. The council recommended to the secondary education department that this subject should also be made compulsory for boys.

During the year, the curriculum for nursing schools was introduced.

### TEACHING STAFF

#### Training

Decree No. 164 of 6th November, 1959, established the experimental institute of education at Barquisimeto. This institute will train secondary school teachers; it provides a general common course and a specialized course. The common course lasts one year and includes general studies in human knowledge and the bases of the experimental, social and human sciences; there are also parallel classes in mathematics and general educational problems. The specialized course takes three years and consists of a wider, deeper and more varied training adapted to the intellectual abilities and interests of each student. The institute has four departments: humanities, social sciences, experimental sciences, and fine and applied arts. It started with 10 teachers and 300 students.

#### Further Training

The institute for the further professional training of the teaching staff has been reformed in accordance with the recommendations of the interamerican seminar which was held in Montevideo in 1958. The correspondence courses were reorganized; they comprise 4 years' study covering 8 months a year, plus an annual vacation course. Four regional offices have been set up and 6,704 teachers have enrolled, which is an increase of 2,263 over last year. Higher courses have been run for district inspectors, physical education teachers, candidates for head teacher's posts, and for unestablished teachers in service.

#### Status

The providence and social aid association for employees of the Ministry of Education has been transformed. A new system has been adopted called the "free choice" system, under which the members of the association or their families may apply directly to the medico-dental centre, where they receive free treatment.

To help in solving the problem of accommodation for teachers, the providence association has instituted a mortgage system for its members, with an initial capital of 5 million bolivars. In addition, a pilot project for the construction of accommodation for primary and secondary teachers with the aid of private capital has been worked out. The providence association guarantees the reimbursement of loans, which should be totally redeemed by the beneficiaries within a period of ten years.

### AUXILIARY SERVICES

#### Literacy Campaign

During 1959-1960, the adult education office has carried out the following activities: (1) A literacy campaign comprising (a) an intensive campaign in 6 states, with a total of 2,928 collective centres and 103,414 pupils; (b) a "semi-intensive" campaign in the Federal District and in 4 states, with 733 collective centres and 27,343



pupils; (c) an extensive campaign in the other states and federal territories, with 1,415 collective centres and 42,203 pupils. (2) A cultural campaign involving the opening of 13 popular culture centres, making a total of 135; adding the 236 State, municipal and private centres, a total of 371 is reached, with an enrolment of 90,000 pupils, i.e. 17,789 more than last year. (3) The creation of 2,526 schools for pupils in rural areas where living conditions are difficult; regional and municipal authorities collaborate in this work. (4) The publication of the textbook "Away with Chains" in a million copies and of "Let's Read, Friend" in 500,000 copies.

**Scholarships**

The number of scholarships awarded in 1958-1959 was 725, at a monthly cost of 88,794 bolivars. In 1959-1960, the number of scholarships was 3,318 at a monthly cost of 470,747 bolivars, and study grants were awarded in lump sums for a total of 376,025 bolivars.

**Boarding Schools**

The number of places for boarders in trade schools rose from 160 to 1,300 which is an increase of 712%. Eight canteens serving an average of 16,000 meals a month have been opened. The Ministry plans next year to replace the boarding system by scholarships



# VIETNAM

## EDUCATIONAL DEVELOPMENTS IN 1959-1960<sup>1</sup>

ADMINISTRATION — *Administrative Services* — *Inspection* — *Budget* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Pupils and Teachers* — ORGANIZATION — *New Courses* — CURRICULA, SYLLABUSES AND METHODS — *Primary Education* — *Secondary Education* — *University Education* — *Textbooks* — TEACHING STAFF — *In-Service Training* — AUXILIARY SERVICES — *Social Assistance* — *Parent-Teacher Associations* — *Scholarships* — *Holiday Camps*

### ADMINISTRATION

**Administrative Services** Since the great reforms of 1958, no important change has been made in the organization of the Department of National Education. However, attention should be drawn to the fact that some services and bureaux have been reorganized. Furthermore, the directorate of fine arts was created in November, 1959, and the service of educational research was established in April, 1960. This service is responsible for studying documentation concerning various educational systems, curricula and teaching methods used in other countries, and to make specific recommendations adaptable to the Vietnamese educational system.

**Inspection** The inspection system has been reinforced and reorganized, the number of inspectors for private education in particular having been increased.

In elementary education, the chief of the provincial service of education, assisted by several inspectors, supervises all the public and private schools of the province. Each year, they go on a complete round of inspection and give advice to the teachers.

In secondary education, because of the lack of inspectors and the fact that the country is stretched out in length, which requires very long tours of inspection, the principal of the public lycée in each province is responsible for the supervision of all the public and private secondary schools of the area.

**Budget** The total amount of the national budget for education was 846 million piastres in 1959-1960 as against 788,623,000 in 1958-1959, which is an increase of 7.27%. (One U.S. dollar is worth 35 piastres.)

This amount was allocated to the various branches as follows: elementary education, 319,465,000 piastres (37.76%), secondary education 224,443,000 (26.53%), higher education 55,626,000 (6.57%), technical education 90,784,000 (10.73%).

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. DAO and Mr. TRUNG, Delegates of the Government of Vietnam.



In addition to the national budget, there should be mentioned the important contribution of the local budgets (municipal and provincial) and the aid of the friendly nations.

**School Building** Capital outlays from the national budget for school building totalled 50 million piastres. To this amount must be added a large share of the foreign aid programme, contributions from local budgets and from the population. For primary education, 371 new schools with 2,323 classrooms were built last year, which raised the total number of public primary schools to 4,340 with 19,692 classrooms (excluding community schools).

In secondary education, there are at present 68 public schools as against 62 in 1958-1959. If private and semi-public schools are included, a total of 368 institutions with 3,043 classrooms is reached.

In higher education, a new ear, nose and throat ward was added to the popular hospital, attached to the University of Saigon. At the faculty of science an auditorium seating 350 and a library seating 200 persons were built in 1959-1960, and several laboratories were enlarged or converted. At the University of Huê, the equipment of 5 science laboratories (physics, chemistry, botany and zoology) was completed.

The national technical centre at Phu-Tho has just been equipped with a group of workshops and laboratories covering an area of 6,000 m<sup>2</sup>. The cost of these buildings, which amounts to 15 million piastres, is borne by the Vietnamese government. The equipment of the laboratories, costing 300 million French francs, is provided by the foreign aid budget. Furthermore, an amount of 4 million piastres has been allocated for the construction of a library and a testing laboratory for the school of electrical engineering.

A number of projects financed by the foreign aid budget are being carried out this year.

#### QUANTITATIVE DEVELOPMENT

##### Number of Pupils and Teachers

The growth of the school population during the year 1959-1960 is shown in the following table:

	Pupils			Teachers		
	1958-59	1959-60	Increase %	1958-59	1959-60	Increase %
Public elementary education .	873,023	997,928	14.3	15,270	17,230	12.83
Public secondary education .	51,765	61,565	18.93	1,240	1,506	21.45
Higher education . . . . .	7,327	9,217	25.8	312	387	24.03
Technical education (excluding vocational school pupils) .	3,723	3,954	6.2	358	375	4.74
Fundamental education . . .	4,804	10,071	109.63	116	199	71.55

The rate of increase is slightly inferior to that of 1958-1959, which was the peak year.

A special effort has been made in fundamental education (or community school programme) where enrolments double regularly every year. The fundamental education programme, following methods advocated by Unesco, fits in perfectly with the policy of the Vietnamese government concerning community development and the betterment of rural life.



Special mention should be made of the development of primary schools reserved for the children of ethnic minority groups living in the High Plateaux of Central Vietnam. In 1959-1960 there were 203 of these schools with 412 classrooms grouping 14,063 pupils of whom 6,320 received free board and lodging. Moreover, "mixed" schools, for both Vietnamese and highlanders, tend to increase in the regions where the two populations live together.

If the number of pupils enrolled in private schools is added to the figures for the public schools, the total is 1,232,896 primary school and 160,522 secondary school children.

In technical education, the national technical centre at Phu-Tho groups all the higher technical schools in Vietnam: public works, arts and crafts, electrical engineering, and maritime navigation. In 1959-1960 the centre had 441 students, of whom 225 were studying engineering.

In addition, 264,980 students and 14,104 instructors were involved in the adult education programme last year.

In primary education, 1,402 student-teachers graduated last year from the national school in Saigon and from the 9 accelerated training courses. Among these, there were 50 teachers who specialized in kindergarten classes and 35 teachers from the highlands. In addition, the fundamental education centre at Khanh-Hau trains about 50 community school teachers each year. This number will double from 1960 on.

For the first time since 1954, the rate of increase of secondary school teachers is higher than the increase in the school population, thanks to the expansion of the faculties of pedagogy of Saigon and Huê; 149 teachers for lower secondary schools and 93 teachers for upper secondary schools completed their training at these teachers' colleges at the end of the academic year 1959-1960.

In higher education, the teaching staff of the 2 Universities of Saigon and Huê now includes 387 lecturers as against 312 in the previous year.

An important phenomenon observed in the teaching profession is the greater participation of women. Out of a total of 24,678 teachers, there are at present 7,702 women (31.2%).

## ORGANIZATION

### New Courses

The University of Huê, established in October, 1957, is making rapid strides. In addition to its 4 existing faculties (law, arts, science and pedagogy) and its higher school of fine arts, it has just opened an institute of sinology. Authorization for the establishment of a faculty of medicine was secured in 1959 and plans have been made for the opening of the pre-medical course (certificate in physics, chemistry and biology) for the next academic year.

## CURRICULA, SYLLABUSES AND METHODS

### Primary Education

It is hoped that the revision of the primary school curriculum will be completed in 1960.

### Secondary Education

The implementation of the secondary school reform is in progress. Although the new curriculum has given promising



results, it will take several years before its effect can be fully appraised. Particular attention has been given to physical education and to the operation of the school youth associations.

#### **University Education**

At the University of Saigon, several amendments have been adopted by the university senate. At the law faculty, compulsory attendance at lectures and group discussions has been<sup>o</sup> introduced for undergraduates; at the faculty of medicine, the competitive examination leading to internship has been revised; at the faculty of arts, certificates in logic and metaphysics have been introduced and two teaching degrees, one in history and geography and one in philosophy, have been created; at the school of architecture a sixth year has been added to the course. A number of new certificates have been introduced at the University of Huê.

#### **Textbooks**

The textbook and publications service, created in 1958 to solve the problem of the shortage of textbooks and reference material in Vietnamese, has developed very rapidly.

The following books have been published or are in process of publication: 29 textbooks for secondary schools and 17 books and a monthly review for the primary level in a total of 630,600 copies.

The textbooks and publications service has also made every effort to supply interesting and useful reading material for the newly literate. Six books in 140,000 copies have been published for the popular education programme this year; 2 other books are in process of publication and 6 more are being prepared.

### **TEACHING STAFF**

#### **In-Service Training**

The in-service training programme for primary and secondary school teachers is proceeding regularly. Training conferences are organized monthly in the chief provincial towns or in important administrative centres for the benefit of all primary education staff.

Summer courses lasting from 3 to 4 weeks are held each year in the provinces. Inexperienced teachers, especially temporary teachers, are required to attend these courses.

In addition to the regular courses, special refresher courses for 300 primary school teachers were organized simultaneously at Vung-Tau, Nha-Trang and Dalat. The purpose of these courses was to introduce the participants to the new teaching methods to be used later in all primary schools.

A conference held in Saigon in June, 1960, was attended by the chiefs of all the provincial education services, primary school inspectors and principals, who met to discuss common problems and work out a consistent programme of action.

In secondary education, 8 courses have been organized this summer for teachers of English, science, Vietnamese language, civics, and physical education.

The directorate of technical education has also organized a course for home economics teachers.



## AUXILIARY SERVICES

### Social Assistance

There are at present 203 school funds for social assistance in the primary schools (various subsidies, school lunches, etc.), with capital amounting to 709,757 piastres. They derive their income from sports days, theatrical performances, members' contributions and donations in cash or kind.

School cooperatives and benefit societies enable pupils to buy school supplies at low cost, and also provide them free of charge to poor children. There are 191 cooperatives with a capital of 202,254 piastres and a membership of 33,850. In addition, there are 725 school benefit societies grouping 135,192 members and operating with a capital of 340,447 piastres.

### Parent-Teacher Associations

To date, 1,198 parent-teacher associations have already been established. They are of great help to the schools and are making important contributions to the construction of new buildings, the enlargement of existing premises, the school lunch programme and the literacy campaign.

### Scholarships

In 1959-1960, a budget of 52,469,000 piastres was reserved for scholarships and subsidies for deserving students pursuing their studies at home or abroad. Students at the faculties of pedagogy, technical schools and teacher training schools received the greater part of this amount, approximately 33,282,400 piastres.

### Holiday Camps

A budget of almost 2,500,000 piastres was reserved for holiday camps organized each year by the service of youth and student welfare for the benefit of poor and deserving children.

The majority of the school youth associations organize their own holiday camps.

Thanks to the change in school holidays (which now last from April to June) overwork during the hottest period has been avoided and pupils have been able to take full advantage of the last months of the dry season.



## WEST INDIES (Federation of)

### EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Administrative Services* — *Finance* — *School Building* —  
QUANTITATIVE DEVELOPMENT — *Number of Pupils and Teachers* — CURRI-  
CULUM, SYLLABUSES AND METHODS — *Changes* — TEACHING STAFF —  
*In-Service Training* — *Status* — AUXILIARY SERVICES — *Pupils' Health* —  
*Youth Organizations*

#### ADMINISTRATION

**Administrative Services**      Apart from Trinidad, there has been little change in educational administration in the unit territories. In Trinidad the department of education and culture and the library services have been integrated in the Ministry of Education and Culture, the senior posts in the education department having been replaced by technical advisory posts in the new technical advisory branch. New posts have been created in other units. These include: in Dominica, an attendance officer for the enforcement of compulsory education; in Grenada, an organizer of handicraft and art; in Montserrat, an itinerant teacher of home economics and an inspector for primary schools; in St. Lucia, an inspector to advise teachers on the organization and teaching of agricultural science. In Antigua, plans for the informal and formal inspection of grant-aided and private secondary schools on a systematic basis are under consideration.

**Finance**      In 1958-1959, total expenditure (excluding St. Lucia) on education was 42,928,879 BWI dollars, and in 1959-1960, 58,920,071 dollars, i.e. an increase of approximately 37%. In 1958 St. Lucia's expenditure was 661,809 BWI dollars compared with 727,412 dollars in 1959, i.e. an increase of approximately 9.9%. These totals do not include expenditure incurred on grant-aided (except in the case of Jamaica) or private schools, nor sums obtained as financial assistance from extra-territorial governments.

The distribution of expenditure on education by the units is as follows (in BWI dollars):

<sup>1</sup> From the report sent by the Ministry of Education and Culture of the Federation of the West Indies.



	1958-1959	1959-1960
Antigua . . . . .	581,596	614,204
Barbados . . . . .	4,255,828	4,126,031
Dominica . . . . .	563,911 <sup>1</sup>	599,428
Grenada . . . . .	899,792	937,744
Jamaica . . . . .	15,011,136 <sup>2</sup>	24,487,536 <sup>2</sup>
Montserrat . . . . .	173,227	191,785
St. Kitts . . . . .	636,696	642,336
St. Vincent . . . . .	740,400	775,382
Trinidad . . . . .	20,066,293 <sup>3</sup>	26,545,625 <sup>3</sup>
Total . . . . .	42,928,879	58,920,071
St. Lucia . . . . .	(1958) 661,809	(1959) 727,412

<sup>1</sup> 69,428 dollars grant from metropolitan government.

<sup>2</sup> 1,572,800 and 3,041,592 dollars grants from metropolitan government in 1958-1959 and 1959-1960 respectively.

<sup>3</sup> In each of these years capital expenditure amounted to 3,120,000 dollars.

### School Building

The problem of accommodation for the increasing school population is being tackled everywhere. New buildings for primary and secondary pupils, for teacher training and for technical instruction are either in the process of being built or have been built. In St. Kitts, the construction of a senior school to accommodate 1,000 children has recently been completed; in Barbados, 350 school places and 13 classrooms were made available in primary schools and 270 places and 9 classrooms in secondary schools; in St. Vincent new places were found for 550 primary school children and in Trinidad 3,870 places were provided in primary schools and 1,321 in secondary schools.

### QUANTITATIVE DEVELOPMENT

#### Number of Pupils and Teachers

In general, the school population has been increasing at both primary and secondary levels throughout the territory. In some units, technical colleges are being built to meet the demand for acquiring technical skills.

In the following table, the number of pupils and teachers in primary and secondary schools are shown for the last known year together with the increase or decrease as compared with the previous year.

		Teachers				Pupils			
	Year	Primary	Difference	Secondary	Difference	Primary	Difference	Secondary	Difference
Barbados . . .	1959	1,138		188		39,279	+3.43%	3,762	+ 3.89%
Antigua <sup>1</sup> . . .	1959	351		75		13,238			
Dominica . . .	1959	4,767		625		245,800		12,824 <sup>3</sup>	
Grenada <sup>2</sup> . . .	1959	95	—2 %	13		3,183	—4.3 %	182	+ 4.21%
Jamaica . . .	1958	414		44		13,450		950	
Montserrat . . .	1959	608		37		20,295	+5 %	908	+ 3.3 %
St. Kitts . . .	1960	5,024	+2.9%	557	+12.3%	173,537	+3.73%	11,843	+12.5 %
St. Lucia <sup>4</sup> . . .	1959								
St. Vincent . . .	1959								
Trinidad <sup>5</sup> . . .	1959								

<sup>1</sup> 135 certificated teachers, 159 uncertificated primary and post-primary schools.  
<sup>2</sup> 540 teachers, 21,876 pupils, i.e. an increase of 2 teachers, 12 pupil teachers in government primary and post-primary schools.  
<sup>3</sup> Other schools.  
<sup>4</sup> Other schools.  
<sup>5</sup> Other schools.

<sup>1</sup> 135 certificated teachers, 159 uncertificated teachers, 12 pupil teachers in government primary and post-primary schools.

<sup>2</sup> 540 teachers, 21,876 pupils, i.e. an increase of 2,010 pupils or 10.1%.

<sup>3</sup> Other schools in 1959: technical and vocational, 70 teachers and 2,458 pupils; teachers' colleges, 57 teachers and 616 pupils.

<sup>4</sup> 506 teachers (+31 or 6.5%) and 19,422 pupils (+1,070 or 5%).

<sup>5</sup> Teachers' college: 19 teachers and 420 pupils.



## CURRICULA, SYLLABUSES AND METHODS

**Changes** In all but three units some changes have taken place in curricula, syllabuses, teaching methods or textbooks. Some of the more outstanding changes are the introduction of social studies in the primary schools of Antigua, and geometry in primary schools in Montserrat, the introduction of Spanish as the second language in post-primary classes in Trinidad, and the course in infant methods for teachers in St. Vincent.

## TEACHING STAFF

**In-Service Training** In-service training has been introduced in Barbados, and in St. Lucia it has been the means of training the majority of teachers. The training of uncertificated teachers is directed to the London G.C.E. and that of certificated teachers to the A.C.P. and L.C.P. Vacation courses are run in Dominica and Trinidad (in addition to the one-year emergency course for training certificated teachers) and scholarships are offered to in-service trained teachers for study at institutions both in the West Indies and abroad.

**Status** The status and conditions of service of teachers were changed only in Trinidad, when teachers benefited by a general regrading of salaries, and their conditions of service were brought almost in line with those of the civil service.

## AUXILIARY SERVICES

**Pupils' Health** In Antigua and Trinidad children are served daily with skimmed milk and yeast biscuits, and in Trinidad the provision of a midday meal is being gradually extended. Free distribution of milk has been discontinued however in Dominica, St. Kitts and St. Lucia. In Dominica, a school dental officer and a health education officer have been appointed and in St. Lucia an anti-malarial campaign has been completed during the course of the year. All these factors have resulted in the improvement of the general health of the children and better school attendance.

**Youth Organizations** Greater interest is being shown in youth organizations especially in Grenada where Junior Red Cross links were established in ten schools, and in St. Kitts where there was a sharp increase in membership of youth organizations as compared with 1958-1959.



# YUGOSLAVIA

## EDUCATIONAL DEVELOPMENTS IN 1959-1960 <sup>1</sup>

ADMINISTRATION — *Implementation of the New Law* — *Inspection* — *Budget* — *School Building* — QUANTITATIVE DEVELOPMENT — *Number of Pupils and Teachers* — ORGANIZATION — *Vocational Training Reform* — *New Types of Vocational School* — *Reorganization of Higher Education* — *Extension of Higher Education* — CURRICULA, SYLLABUSES AND METHODS — *Secondary School Curricula* — *Pupil Promotion* — *Teaching Methods* — *Textbooks* — TEACHING STAFF — *Training* — *Further Training* — *Status* — AUXILIARY SERVICES — *Special Education* — *Pupils' International Correspondence* — *International Exchanges* — *Scholarships*

### ADMINISTRATION

#### **Implementation of the New Law**

This year work continued on the further implementation of the general principles of the school reform and social management in schools through the adoption of regulations and other provisions and through a series of practical steps taken by the school authorities to find the best solutions to current problems.

In accordance with the general schools act of 1958, the assemblies of the people's republics enacted republican legislation concerning the primary school, the secondary school and the educational services. These laws constitute a further application of the ideas and principles of the general schools act to the specific conditions of each republic.

During this period, work was also completed on the drafts of republican laws concerning schools which give instruction in the languages of the national minorities. These laws sanction the practice of giving pupils of the different national minorities the right to receive training and education in their mother tongue and to develop freely their national culture.

#### **Inspection**

In all the people's republics school inspection has been reorganized into an educational service of the republican councils of education. Another innovation is the formation of a pedagogical service attached to the district education councils. In this way the educational service has become an important factor in the advancement of instruction and education. Its task is to supervise the life and work of the school and to give assistance to the teaching staff. This system has yielded good results this year and is a definite improvement over the former inspection service. It is characteristic that institutions for this service have

<sup>1</sup> From the report submitted to the XXIIIrd International Conference on Public Education by Mr. P. ZDRAVKOVSKI, Delegate of the Government of Yugoslavia.



been organized as independent bodies, expanded and supplemented by means of more proficient staff.

**Budget** In 1958 allocations for education were increased by 20.2% over 1957. Of these, 1,618 million dinars were expended on pre-school institutions, hostels and boarding schools, and 48,347 million on schools proper, making a total of 49,965 million dinars.

The funds for the maintenance of schools were obtained from the following sources (in millions of dinars):

Municipal budget . . . . .	34,613	(71.6%)
District budget . . . . .	6,501	(13.4%)
Republican budget . . . . .	7,233	(15 %)
Total . . . . .	48,347	

The distribution of these funds is given in the following table (expressed in millions of dinars):

Type of school	Total Expenditure	Capital Expenditure
Primary schools . . . . .	30,567	3,514
Secondary schools . . . . .	2,857	402
Schools for skilled workers . . . . .	3,154	628
Technical and other vocational secondary schools . . . . .	2,796	505
Secondary teachers' training schools . . . . .	778	121
Art schools . . . . .	684	85
Special schools . . . . .	240	60
Adult education schools . . . . .	481	128
Higher schools . . . . .	663	197
University faculties, higher institutions and art academies . . . . .	6,127	1,823

In addition, a total of 15,505 million dinars from social funds was expended on schools, compared with 12,234 million in 1957 (+ 26.7%). Of this sum 3,166 million dinars were budget funds and 7,389 million were funds for the training of personnel for the economy.

**School Building** Special efforts by the federal, republican, district and municipal authorities have continued. In 1959 about 2,440 classrooms were built in Yugoslavia.

The school buildings for the most part meet modern educational requirements. Their construction is the result of the coordinated work of the association of civil engineers and technicians of Yugoslavia and of the federal institute for educational equipment.

## QUANTITATIVE DEVELOPMENT

### Number of Pupils and Teachers

The following statistics give the number of pupils and teachers in 1958-1959 as compared with the previous year.



	Pupils				Teachers	
	1957-1958		1958-1959		1957-58	1958-59
	Total	Girls	Total	Girls		
Primary schools . .	2,315,909	1,077,354	2,426,754	1,129,539	71,803	79,757
Secondary schools . .	80,761	38,044	78,841	37,886	5,827	4,817
Teacher training . .	21,638	14,500	23,648	15,757	1,669	1,698
Secondary vocational schools . . . . .	64,887	26,781	76,257	31,457	5,440	6,262
Art schools . . . . .	3,723	1,963	3,822	2,028	1,121	1,141
Schools for skilled workers . . . . .	118,023	18,699	124,134	21,617	9,388	9,463
Other vocational schools . . . . .	2,097	1,980	3,102	2,921	454	678
Special schools . . .	7,316	2,972	8,234	3,234	869	992
Adult education . .	44,040	8,676	43,692	6,872	5,502	5,086
Continuation schools	20,136	13,201	19,401	11,970	1,703	1,517
Higher education . .	82,882	24,891	96,890	29,367	7,224	7,188
Total . . . . .	2,761,412	1,229,061	2,904,775	1,292,648	111,000	118,599

The foregoing data show that the number of primary school pupils increased during 1958-1959 by 110,845 (+4.8%), while the number of teachers increased by 7,954 (+11%).

The number of secondary school pupils has decreased by 2.3% and numbers in higher education have risen by 16.9%.

### ORGANIZATION

#### Vocational Training Reform

In the past year further efforts were made towards establishing a system of vocational training. The increasing demand for highly trained personnel required a more concrete application of the basic principles adopted in the education reform.

For this purpose a resolution concerning the specialized training of personnel was prepared and adopted by the federal assembly at its June session. Its main aim is the orientation of vocational training towards the requirements of economic life and the public services. Of special significance is the integration of school and out-of-school training into a single system. In this way, the vocational training system incorporates institutions founded by economic organizations and public services as well as the vocational schools proper, in order to obtain the necessary staff.

These institutions are concerned not only with the training of new personnel from the ranks of youth but also with that of adults through continued vocational training and the requalification of personnel already employed. Instead of the practice by which the competent republican authorities laid down syllabuses and curricula, a new method has been introduced which leaves this to the individual vocational training institution. If, however, its directors desire the institution to be registered as recognized, they must meet the minimum requirements determined by the competent republican body. These requirements stipulate the minimum amount of practical and theoretical knowledge to be acquired by the pupils and the material and other conditions which such an institution must fulfil.



The above-mentioned resolution also expresses new views on the rôle of practical work in production and stresses the need for a comprehensive development of evening classes, continuation courses and other methods of enabling everyone to obtain even the highest degree of vocational education without having to give up his regular occupation.

Instead of vocational schools as hitherto organized, which trained students only for one vocational level, centres are being set up in which personnel will be trained at very different levels.

The new system also required new solutions for the machinery of social management in the field of vocational training. To this end, the economy and the public services have been given special responsibility for the training of highly skilled personnel.

#### **New Types of Vocational School**

New types of school have been founded such as : an agricultural school with departments for fruit growing, viticulture and cattle breeding; a school for the vocational training of tobacco growers; four higher schools of mechanics, one higher school for the shoemaking industry, one higher textile workers' school (in Serbia), higher naval schools at Split and Dubrovnik, a higher printing school and a higher school for the shoemaking industry at Zagreb, a higher school of leather work at Karlovac; six cooperative agriculture schools in Croatia, a two-year forestry school for the training of forest rangers, and schools for the training of skilled agricultural workers (adults) in vegetable growing, viticulture, fruit growing and farm mechanics. Classes have been opened in the secondary schools at Kumanovo and Ohrid for the training of primary school teachers, and a two-year higher school of economics has also been opened in Macedonia.

Regulations have been adopted according to which extraordinary examination sessions are to be held at all vocational schools, a system which has so far been practised only by schools of economics. Provisions have also been adopted according to which candidates who have graduated from some other vocational school or a secondary school, or have finished some class or other in these schools, will receive credit for such.

#### **Reorganization of Higher Education**

The actual duration of studies has been reduced to four years (eight semesters) in all engineering, agricultural, and forestry faculties and to five years (ten semesters) in medical faculties.

In June the federal people's assembly passed a law on amendments to the general universities act, which incorporates in higher education all university faculties, higher schools and art academies. According to the provisions of the act, instruction at all university faculties, wherever possible, will be divided into three stages: the first stage lasts two years and corresponds to the present higher schools; the second stage corresponds to the present university faculty studies and lasts four or five years (in exceptional cases three); the third stage corresponds to the present postgraduate studies. This third stage will be given as a rule at all the university faculties and at some higher schools and scientific institutions, and will last at least one year. It will follow one of two courses—specialization or advanced scientific training. Specialization will lead to the academic degree of "specialist", and advanced scientific training to the degree of "master".



If he fulfils the conditions, a graduate of one stage may continue his studies at the second or third stage. The new system makes higher instruction available to persons who have acquired higher vocational training in practice but have not passed through the second stage of higher studies.

Under the new system of higher education two new categories of staff are being introduced—lecturer and senior lecturer; these posts are attainable under somewhat easier terms than those of *docent* or professor.

Fundamental changes have also been introduced in regard to enrolment at the university. This term enrolment was also open to the graduates of vocational schools giving practical training, apprentice schools, etc. which so far have not ranked as secondary schools. Subject to an entrance examination, enrolment has also been extended to persons without formal school qualifications.

#### Extension of Higher Education

The reorganization of higher education provides for an increase in the number of higher vocational schools, universities and higher institutes not only in the present five university centres but also in industrial centres and other major towns. Universities were founded in 1959 at Novi Sad and Tuzla (technology), while some combined faculties (agriculture and forestry, natural sciences and mathematics, liberal arts) have been broken up into their components, so that towards the end of 1959-1960 there were sixty university faculties in Yugoslavia, which were attended by 82,924 students. During 1959 several higher level institutions were founded, such as the technical colleges for mechanical engineers at Tuzla, Zenica, Sarajevo and Mostar, the college of economics at Sarajevo, etc. There were ten such institutions at the end of 1959-1960, attended by 869 students. During 1959 several higher vocational schools were also founded: higher technical schools at Kragujevac, Niš, Novi Sad and Leskovac and a higher leather work school at Karlovac. Towards the end of 1959 there were 68 higher vocational schools, attended by 18,669 students. There were eleven art academies attended by 1,412 students. Eight new university faculties are to be founded in the people's republic of Serbia.

### CURRICULA, SYLLABUSES AND METHODS

#### Secondary School Curricula

In 1959 the educational council of Yugoslavia adopted basic syllabuses and curricula for primary and secondary schools, recommending that the republican councils for education take these into account in drawing up their own syllabuses and curricula. In accordance with this, the republican councils for education adopted syllabuses and curricula of their own for primary and secondary schools, which took effect during 1959-1960.

The new syllabuses and curricula aim at providing a course of tuition in keeping with the principles of the educational reform. Of special significance is the introduction of "rudiments of general technical education" and natural and social sciences.

Courses (a) social studies and literature and (b) science and mathematics in the secondary school allow the same number of years' study



for the following subjects: the mother tongue, the social organization of Yugoslavia, logic and psychology, philosophy, Latin, geography, mathematics, technical instruction, military training and physical education. The science course differs from the arts course in the following ways: there is one year more of biology, chemistry and physics (in the fourth year), 3 years' geometry in addition to general mathematics (in the second, third and fourth years), one year less of history and sociology (in the fourth year for history and the third for sociology), 2 years' less of a foreign language and art (in the third and fourth years).

Work in production is practised for at least fifteen days each year, and is arranged with the cooperation of the commune and of economic organizations. Optional practical courses may be organized for pupils, as a rule in the final grades. The schools will organize general courses for adults requiring advanced education or continuation courses.

#### **Pupil Promotion**

The secretariat for education and culture of the federal executive council adopted general instructions on giving marks to primary and secondary school pupils. Apart from the numerical marks, descriptive notation has also been introduced, which will be the result of a systematic study of the pupil's development. Furthermore, at the end of the year the pupils in the first to fifth primary classes will generally move up to the next class. Pupils who have difficulty in keeping up with tuition will receive additional instruction at the end of the school year or at the beginning of the next. In exceptional cases, if a pupil is behind-hand, the teachers' council may keep him in the same grade after first having consulted the school professional services (school psychologist, doctor, etc.) and his parents.

Pupils of the sixth and seventh classes move up to the next grade if they have obtained good marks in every subject. If at the end of the year a pupil fails in three or more subjects, he must repeat the class.

A pupil is considered to have completed his primary education if he has earned pass marks in every subject at the end of the eighth class. If he has failed in one or two subjects he will have to take an examination. If he fails this, or if his yearly marks are inadequate in three or more subjects and he is under fifteen years of age, he must repeat the class. If he is over fifteen, the teachers' council advises him to sit for a special test in the subjects in which he has failed, and in some cases may allow him to attend regularly the eighth class in the same school.

At secondary level, pupils who fail in one or two subjects will have to take an examination. If they fail this, or if their marks are inadequate in three or more subjects, they must repeat the class.

A pupil who distinguishes himself by his abilities may be allowed to advance more quickly by passing special examinations, at the most twice during his secondary schooling. In this way, a pupil may finish four grades in two years.

The new final secondary school examination will come into force at the end of 1959-1960 in accordance with regulations enacted by the republican education councils. This examination will consist of a written composition to be done at home in one of the school subjects at the pupil's choice, a written test of proficiency in language done before the examiners, and an oral examination on the subject chosen for the home composition.



**Teaching Methods**

Methods of tuition are selected by the teacher, who is guided in his choice by the nature of the subject, the pupils' age and the educational means available.

Numerous seminars and consultations have been held at which teachers were introduced to the principles of the new syllabuses and curricula and the problems they will encounter in the course of implementation. The implementation of the principles on which the school reform in Yugoslavia rests calls for the study of teaching problems and an exchange of experience. For this purpose, centres for the advanced training of teachers have been founded in all the people's republics and districts.

**Textbooks**

The education council of Yugoslavia considered that the school reform also required a change of textbooks. It therefore adopted general principles for the writing of school textbooks.

In the people's republic of Serbia fourteen new textbooks were approved, five for general education schools, and nine for vocational schools. In the people's republic of Slovenia, four textbooks for primary schools and two for vocational schools have been printed. In the people's republic of Bosnia and Herzegovina, four textbooks have been printed for the primary school. In the people's republic of Macedonia, fifty textbooks have been published for various schools, in 520,000 copies. In addition to this, nine manuals for tuition in various subjects have been translated and printed. Of the total number of textbooks, ten are in Turkish, five in the Shkupetar languages. Twelve textbooks in 22,300 copies have been printed for the vocational schools and ten cyclostyled pamphlets on vocational subjects for various schools. In the people's republic of Montenegro, one textbook has been printed for vocational schools.

Textbooks for the national minorities are printed with federal aid, which assures the acquisition of textbooks under equal conditions for all pupils.

**TEACHING STAFF****Training**

The secretariat for education and culture of the federal executive council has drafted principles for the general law on teacher training establishments, which provides for the training of all types of teacher at higher level. The new system of training teachers will be introduced gradually in accordance with the possibilities of the republics.

A system of teacher training is to be organized which will constitute a uniform consistent whole, enabling every teacher who so desires to acquire higher qualifications in his profession.

The syllabuses and curriculum for teacher training schools have been partly revised in the people's republic of Serbia in order to adapt them to changes in primary school curricula.

In the people's republic of Croatia, a special section has been organized at the teachers' advanced training school at Rijeka for teachers in vocational schools. The section is open to vocational teachers of theoretical subjects and to teachers of practical work in the metal and electrical industries. The studies of teachers in higher schools are to be reorganized; instead of teacher training schools, pedagogical academies are being founded.



In the people's republic of Macedonia, it is now customary for pupils in their fifth year at teacher training schools to spend their final year doing practical work.

#### **Further Training**

In Serbia steps were taken to introduce active teaching methods and new techniques. At the advanced training centre, a fifteen-day seminar was held for the heads of the district educational services, and a one-day consultation for secondary school principals. A one-day seminar on technical training was also held at the republican advanced training centre for district educational advisers and a three-day seminar for educational advisers of grade teaching in the districts, in order to acquaint them with new fields of tuition such as general technical education, the natural and social sciences, etc. In addition, the republican centre organized seven seminars in mathematics, eight in physics, six in chemistry, seven in technical education, seven in Serbo-Croatian, seven in foreign languages, four in art education, and four in physical education, i.e. fifty seminars, attended by 1,005 primary teachers. For secondary school teachers there were three seminars in Serbo-Croatian, two in geography, three in mathematics, four in physics, two in chemistry, two in biology, and one in philosophy, totalling seventeen seminars attended by 373 teachers.

In addition to these, three-day seminars for primary school principals have been held in the republics in every district town.

In the people's republic of Croatia, the republican centre for the advanced training of teachers ran fifteen courses and seminars during this year, attended by 719 teachers.

The pedagogical centre for vocational schools at Rijeka applied itself to the professional development of vocational school teachers and to this end held eleven seminars for about four hundred teachers. An important role is played in this regard by the newly opened teaching centre at which teachers become familiar with modern teaching techniques, the organization of laboratories and collections and methods of work.

In the people's republic of Slovenia, the institute for the development of education is preparing to introduce in experimental schools and classes the new syllabuses for the Slovene language, nature study, social studies and mathematics.

**Status** No major changes took place in the status and rank of teachers. A regulation was adopted granting an allowance to teachers possessing special qualifications for work in vocational schools. The financial position of part-time teachers in higher schools has been considerably improved, their salaries having been doubled since June, 1959.

### **AUXILIARY SERVICES**

**Special Education** During 1959, syllabuses and curricula for the seventh and eighth grades of auxiliary classes in primary schools and of special primary schools for mentally deficient children were adopted.

#### **Pupils' International Correspondence**

Letter writing between Yugoslavia pupils and pupils abroad is also a part of the educational process. Several organizations are engaged in this occupation: the Junior







## LEADING OFFICIALS IN THE MINISTRIES OF EDUCATION

### AFGHANISTAN

#### ROYAL MINISTRY OF EDUCATION, KABUL

Minister: Ali Ahmad POPAL; Deputy Ministers: Abdul Hakeem ZIYAE (acting), Abdul Ahmad ATAYE; Advisers to the Ministry of Education: Mir Najmuddin ANSARY, Goya ETEMADI; President, Department of Compilation and Translation: Hamidulla E. SERADJ; President, Vocational Education: Mohammad HAIDER; President, Secondary Education: Mohammad AKRAM; President, Primary Education: Mohammad Asif MAEL; President, Inspection Department: Mohammad AZIZ; Director, Foreign Relations and Unesco: Ibrahim SHERIFFE; Director-General, Sports: Abdul Waheed ETEMADI; Director, Statistical Bureau: Abdul ALI.

### ALBANIA

#### MINISTRY OF EDUCATION AND CULTURE, TIRANA

Minister of Education and Culture: Manush MYFTIU; Deputy Ministers: Kahreman YLLI, Qibrie ÇIU.

### ARGENTINA

#### MINISTERIO DE EDUCACIÓN Y JUSTICIA, BUENOS AIRES

Minister of Education and Justice: Luis R. Mac'KAY; Under-Secretary for Education: Antonio F. SALONIA; Under-Secretary for Justice: Eduardo M. DESSEIN; Chief of the Central Bureau: Antonio José LASCANO GONZÁLEZ; National Director of School Hygiene: Angel S. ARDAIZ; Director-General of Secondary, Special and Higher Education and Teacher Training: Florencio D. JAIME; Chief of the National Service of Private Education: Alfredo M. Van GELDEREN; Director-General of Physical Education: Ramon C. MUROS; Director-General of Aesthetic Education: Ernesto B. RODRÍGUEZ; Director-General of Culture: Hector BLAS GONZÁLEZ; Director-General of Legal Questions: Jorge RODRÍGUEZ AIME; Director-General of Administration: José Antonio DOMÍNGUEZ; Director-General of Staff: Raul H. COLOMBO; Director-General of Architecture and Public Works: Adolfo Enrique STORNI; Chief of the Documentation and Educational Information Department: Laureano GARCIA ELORRIO; Chief of the School Statistics Department: José Andres MARTIN; Chief of the School Radio and Cinema Department: Augusto C. VATTEONE; President of the National Council for Education: Rosa C. SABATINI de BARON BIZA; President of the National Council for Technical Education: Ernesto F. BABINO; President of the National Council for the Protection of Minors: Juan Carlos LANDO.

### AUSTRALIA

*New South Wales*: Minister for Education: Ernest WETHERELL; Director-General of Education: Harold Stanley WYNDHAM; *Victoria*: Minister of Education: John BLOOMFIELD; Director of Education: Alexander McDONELL; *Queensland*: Minister for Education: Jack Charles Allan PIZZEY; Director-



General of Education: Herbert George WATKIN; *South Australia*: Minister of Education: Baden PATTINSON; Director of Education: Evan MANDER JONES; *Western Australia*: Minister for Education: Arthur Frederick WATTS; Director of Education: Thomas Logan ROBERTSON; *Tasmania*: Minister for Education: William Arthur NEILSON; Director of Education: Donald Hamilton TRIBOLET; *Commonwealth*: Prime Minister of Australia: Robert Gordon MENZIES; Director, Commonwealth Office of Education: William John WEEDEN; Deputy Director: Joseph James PRATT.

## AUSTRIA

### BUNDESMINISTERIUM FÜR UNTERRICHT, VIENNA

Federal Minister of Education: Heinrich DRIMMEL; Minister's Departmental Staff: Heinz PRUCKNER; General Directorate (No. I) of Higher Education and Scientific Institutes: Adalbert MEZNIK; General Directorate (No. II) of Fine Arts: Alfred WEIKERT; General Directorate (No. III) of Administrative and Economic Questions concerning the General Directorates (Nos. IV, V and VI) and Questions relative to Staff and School Buildings: Nikolaus FRCEK; General Directorate (No. IV) of Extra-Scholastic Activities: Viktor KOLLARS; General Directorate (No. V) of Secondary and Primary Education: Ludwig WOHLGEMUTH; General Directorate (No. VI) of Technical Education: Franz CECH; Office for Religious Affairs: Josef RIEGER; Manager of State Theatres: Karl HAERTL.

## BELGIUM

### MINISTÈRE DE L'INSTRUCTION PUBLIQUE, BRUSSELS

Minister: Charles MOUREAUX; Minister Plenipotentiary, responsible for International Cultural Relations: Julien KUYPERS; General Secretary: Ed. P. SEELDRAYERS; Director-General, linguistic assistant to General Secretary: Octave VAN MULDER; General Directorate of Studies, Administration Directors: Marion COULON and Hendrik DE Vos; Director-General of Higher Education and Scientific Research: Fredy DARIMONT; Director-General of Secondary Education and Teacher Training: Henri LEVARLET; Director-General of Technical Education: Jean GRAULS; Director-General of Primary and Special Education: Jules DELOT; Director-General of Educational Services: François VANDENBORRE; Director-General of Fine Arts and Literature and of Popular Education: Emile LANGUI; Director-General of General Services: Maurice KNAEPEN; General Inspector of the Service for the Buildings and Funds of the State School and University Constructions: Achiel VAN BOGAERT.

## BOLIVIA

### MINISTERIO DE EDUCACIÓN Y BELLAS ARTES, LA PAZ

Minister of Education and Fine Arts: José FELLMAN VELARDE; Under-Secretary of State for Education: Jaime MOSCOSO DELGADO; Under-Secretary of State for Culture: Carlos SERRATE REICH; Technical Adviser to the Ministry: Guido VILLAGOMEZ; Director-General of Education: Humberto QUEZADA; National Directress of Primary Education: Margarita de LOPEZ ROSSE; National Director of Secondary Education: Gaston VILAR; National Director of Teacher Training: Cesar CHAVEZ TABORGA; National Director of Technical Education: Raul ROCA; National Director of Musical Education: Roger BECCERA; National Director of Aesthetic Education: Walter SOLON ROMERO; National Director of Literacy and Adult Education: Fernando NOGALES; National Directress of Girls' Technical Education: Martha MENDOZA; National Director of Catholic Education, Father Luis TAPIA; National Director of Physical Education: Carlos Pozo TRIGO.



## BRAZIL

## MINISTRY OF EDUCATION AND CULTURE, RIO DE JANEIRO

Minister: Clovis SALGADO GAMA; Principal Private Secretary: José Pedro FERREIRA DA COSTA; Director-General of the National Department of Education: Heli MENEGALE; Director of Secondary Education: Gildásio AMADO; Director of Commercial Education: Lafayette BELFORT GARCIA; Director of Industrial Education: Francisco MONTOJOS; Director of Higher Education: Jurandyr LODI; Director of the Extra-Scholastic Education Division: José Salvador JULIANELLI; Director of the Physical Education Division: Alfredo COLOMBO; Director of the National Institute of Educational Studies: Anísio SPINOLA TEIXEIRA.

## BULGARIA

## MINISTRY OF EDUCATION AND CULTURE, SOFIA

Minister: Natcho PAVASOV; Deputy Ministers: Boris VAPTZAROV, Ivan BACHEV, Gantcho GANEV, Marin GUECHKOV, Mintcho TCHERNEV.

## BYELORUSSIA

## MINISTERSTVO PROSVECHTCHENIA BIELOROUSSKOÏ SSR, MINSK

Minister of Education: I. M. ILIOUCHINE; Deputy Ministers: S. A. OUMREIKO, N. E. MIRACHKO; Chief of the Primary and Secondary Directorates: M. P. DOROFIENKO.

## CAMBODIA

## MINISTRY OF NATIONAL EDUCATION AND FINE ART, PHNOM-PENH

Minister: CHEA Chinkoc; Director-General of Education: PUNG Peng Cheng; Office Director: YEIM Yisinn; Principal Private Secretary: PANH Lauv; Director of Secondary and Higher Education: PHUNG Ton; Director of Public Primary Education: HUA Kiem Sieu; Director of Fundamental Education: MEN Chhum; Director of Educational Services: CHHUK Meng Mao; Director of Sports and Youth: TIM Tuy; Director of Technical and Vocational Education: IV CHAV IV Yan; Director of Private Education: KIM YIN Sisamouth; Directress of School Hygiene: Mrs. PHY Thien Lay; Director of Art: MAING Mory; Director of Cultural Relations: KAN Tiourn.

## CANADA

*British Columbia*: Minister of Education: L. R. PETERSON; *Alberta*: Minister of Education: A. O. AALBORG; *Saskatchewan*: Minister of Education: A. E. BLAKENEY; *Manitoba*: Minister of Education: Stewart E. McLEAN; *Ontario*: Minister of Education: J. P. ROBARTS; *Quebec*: Minister of Youth: Paul GÉRIN-LAJOIE; Superintendent of Public Instruction: O. J. DÉSAULNIERS; *New Brunswick*: Minister of Education: H. G. IRWIN; *Nova Scotia*: Minister of Education: R. L. STANFIELD; *Prince Edward Island*: Minister of Education: L. G. DEWAR; *Newfoundland*: Minister of Education: G. A. FRECKER.



## CEYLON

## MINISTRY OF EDUCATION, COLOMBO

Minister of Education: Al-Haj Badiudin MAHMUD; Parliamentary Secretary: Vela Thanthiri Gurunanselage KARUNARATNE; Permanent Secretary: Hettiarachchige JINADASA; Secretary, National Commission-Unesco: Terence Carl Ilangakkone EKANAYAKA; Director of Education: Stephen Frederick de SILVA; Director of Ceylon Technical College: Sri Luxman de SILVA; Commissioner of Examinations: Stephen Edgar Rasasingam PERIN-PANAYAGAM; Secretary, Educational Publications Advisory Board: Nambukara Tantrige Karunaratne Gunapala SENADHEERA; Director-General of Broadcasting: Ronald Joseph Godfrey de MEL; Director of Meteorology: Dharmasiri Jayampathie JAYASINGHE.

## CHILE

## MINISTERIO DE EDUCACIÓN PÚBLICA, SANTIAGO

Minister of Public Education: Eduardo MOORE MONTERO; Under-Secretary: Emilio PFEFFER PIZARRO; Superintendent of Education: José HERRERA GONZÁLEZ; Director-General of Primary Education and Teacher Training: Luis MOLL BRIONES; Director-General of Secondary Education: Hugo MELENDEZ ESCOBAR; Director-General of Agricultural, Commercial and Technical Education: Carlos VALDES ECHEÑIQUE.

## CHINA (Republic of)

## MINISTRY OF EDUCATION, TAIPEI

Minister: Y. C. MEI; Political Deputy-Minister: Dison Hsueh-Feng POE; Administrative Deputy-Minister: Shi-mou LEE; Secretary-General: Shu-ping Ko; Chief Counsellor: Yin-shih LIU; Director of Higher Education: Yun-Pin Lo; Director of Secondary Education: Miss Yah-chuan WANG; Director of Primary Education: Mrs. Chu-sheng YEH-CHENG; Director of Social Education: Hsien-yun LIU; Director of General Affairs: Hua-cheng KAO; Director of International Cultural and Educational Relations: Nai-wei CHANG; Chief Comptroller: Min-Chung FU; Chief of Personnel: Chin Wei.

## COLOMBIA

## MINISTERIO DE EDUCACIÓN NACIONAL, BOGOTÁ

Minister of National Education: Alfonso OCAMPO LONDOÑO; General Secretary: José Ignacio SOTO ECHEVERRI; Private Secretary: Eduardo Manuel RODRÍGUEZ OLARTE; Director of the Ministry: Gonzalo OCAMPO ALVAREZ; Chief of the Technical Division: Ernesto JARA CASTRO; Chief of the Administrative Division: Efraim BAEZ CORTES; Director of the National Bureau for Unesco: Arturo CARDONA JARAMILLO; Director of the Planning Bureau: Gabriel ANZOLA GÓMEZ; Director of the Legal Bureau: Hernán MONTOYA; Chief of the Primary Education Division and Literacy Campaign: Jaime OSPINA ORTÍZ; Chief of the Secondary Education Bureau: Ernesto VILLAMIZAR DAZA; Chief of the Higher Education and Teacher Training Division: Luis Alejandro GUERRA F.; Chief of the Cultural Extension Division: Carlos MEDELLÍN; Chief of the Educational Development Division: Julián VELASCO; Chief of the Technical Services Division: Eduardo MARTÍNEZ ESPONDA.



## COSTA RICA

## MINISTERIO DE EDUCACIÓN PÚBLICA, SAN JOSÉ

Minister of Public Education: Joaquín F. VARGAS MÉNDEZ; General Secretary: Humberto MIRANDA VEGA; Director of the Research and Planning Department: Gonzalo SOTO RODRÍGUEZ; Director of the Staff Department: Emmanuel SOLÓRZANO FERNÁNDEZ; Director of the Finance Department: Mario CAMPOS SOLERO; Director of the Cultural Extension Department: Miss Cecilia VALVERDE BARRANECHEA; General Inspector of Pre-school, Primary and Fundamental Education: J. Bienvenido RAMÍREZ VARGAS; General Inspector of Secondary Education: Humberto MUÑOZ UREÑA; General Inspector of Higher Education: Zabulón BOLAÑOS ELIZONDO; Director of the Statistics Department: Guillermo MOLINA GUZMÁN.

## CZECHOSLOVAKIA

## MINISTRY OF EDUCATION AND CULTURE, PRAGUE

Minister of Education and Culture: František KAHUDA; First Deputy Minister responsible for Higher Education and International Relations: VÁCLAV KŘISTEK; Deputy Minister responsible for Culture and Adult Education: Václav PELÍŠEK; Deputy Minister responsible for General and Vocational Education: Václav HENDRYCH; Deputy Minister responsible for Planning, Finance, Building and Internal Administration: Miroslav HUČKŮ; Minister's Secretary: R. JEŽKOVÁ.

## DENMARK

## UNDERVISNINGSMINISTERIET, COPENHAGEN

Minister of Education: Jorgen JØRGENSEN; Under-Secretaries of State: Albert MICHELSEN and Agnete VØHTZ; Director-General of Primary Education: K. Helveg PETERSEN; Director-General of Higher Education: Sigurd HØJBY; Inspectors of Vocational Education (Ministry of Trade): N. E. LANGSTED and Werner RASMUSSEN.

## DOMINICAN REPUBLIC

## SECRETARÍA DE ESTADO DE EDUCACIÓN Y BELLAS ARTES, CIUDAD TRUJILLO

Secretary of State for Education and Fine Arts: Miguel A. JIMÉNEZ; Under-Secretary of State: Andrés Nicolás Sosa; Director-General of the Trujillo Literacy Campaign: José Ml. RAMOS; Rector of the University of Santo Domingo: José Manuel MACHADO.

## ECUADOR

## MINISTERIO DE EDUCACIÓN PÚBLICA, QUITO

Minister of Public Education: Sergio QUIROLA ALARCÓN; Under-Secretary: Horacio GUILLEM H.; Director-General of Education: Hector LARA; Director of Secondary Education: Alfonso ARROYO; Director of Primary Education: José B. SAA; Director of Technical and Vocational Education: Jacinto BASTIDAS; Chief of International Relations: Gustavo A. PÁEZ T.; Secretary of the National Commission for Unesco: Efraín BAUS H.



## EL SALVADOR

## MINISTERIO DE EDUCACIÓN, SAN SALVADOR

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## FINLAND

## MINISTRY OF EDUCATION, HELSINKI

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## FRANCE

## MINISTÈRE DE L'ÉDUCATION NATIONALE, PARIS

Minister of National Education: Lucien PAYE; High Commissioner for Youth and Sports: Maurice HERZOG; Director-General, Chief of General Inspectorate: Charles BRUNOLD; Director-General of School Organization and Curricula: Jean CAPELLE; Director of Primary and Further Education: Michel LEBETTRE; Director of Technical and Vocational Education: Marcel REVERDY; Director-General of Higher Education: Laurent CAPDECOMME; Director-General of the National Centre for Scientific Research: Jean COULOMB; Director of Cooperation with the Community and with Foreign Countries: Stéphane HESSEL; Director of General Administration and of Common Services: Louis CROS; Director-General of School, University and Sport Equipment: André CORBIERE; Director of Medical and Social Services: Paul HENRY; Director-General of French Libraries: Julien CAIN.

## GERMAN FEDERAL REPUBLIC

*Baden-Württemberg*: Minister of Education: Gerhard STORE; *Bayern*: Minister of Education: Theodor MAUNZ; *Berlin*: Senator: Joachim TIBURTIUS; *Bremen*: Senator: Willi DEHNKAMP; *Hamburg*: Senator: Heinrich LANDAHL; *Hessen*: Minister: Ernst SCHÜTE; *Niedersachsen*: Minister of Education: Richard VOIGT; *Nordrhein-Westfalen*: Minister of Education: Werner SCHÜTZ; *Rheinland-Pfalz*: Minister of State: Eduard ORTH; *Schleswig-Holstein*: Minister of Education: Edo OSTERLOH; *Saarland*: Minister of Education: Franz Josef RÖDER; President of the Conference of Ministers of Education: Theodor MAUNZ.

## GHANA

## MINISTRY OF EDUCATION, ACCRA

Minister of Education: Kofi BAAKO; Parliamentary Secretary: William Atia AMORO; Permanent Secretary: Casely Manasseh Obuobisa MATÉ;



Principal Assistant Secretary: R. H. BENNET; Chief Education Officer: B. A. BROWN; Chief Technical Education Officer: George MOLLINSON; Deputy Chief Education Officer: John Mackie BANNOCHIE.

## GREECE

### MINISTRY OF EDUCATION AND RELIGION, ATHENS

Minister: Georges VOYIATZIS; General Secretary: Nicolas KARMIRIS; President of the Higher Council of Education: Demetrius HATZIS; Technical Adviser: Mrs. DENDRINO ANTONAKAKI; Director-General of Religions: Vassilios IONNIDIS; Director-General of Education: Demetrius GUIZELIS; Director-General of Vocational Education: Demetrius KORONÉOS; Director of the Central Service of the Ministry: Constantin KYRIAKOPOULOS; Director of the Education Council: Constantin SVORONOS; Director of Higher Education: Constantin PAPANOS; Director of Secondary Education: Lambros KARASMANIS; Director of Primary Education: Theodoros FOTINOPOULOS; Director of Private Education: Athanassios BARCAS; Director of Physical Education: Evangelos KALFARENTZOS; Director of School Hygiene: Vassilios LIMBERIS; Director of Antiquities: Ioannis PAPADIMITRIOU; Director of Restoration: Efstathios STIKAS; Director of Technical Services: Georges PANTZARIS; Director of Literature, Theatres and Cinemas: Georges KOURNOUTOS; Director of Fine Arts: Georges KOURNOUTOS (provisionally); Director of Teaching Material: Constantin MOURAS; Director of School and Educational Publications: Charalambos MOUSTRIS; Chief of the Adult Education Section: Mrs. Hélène MALAFEKA.

## GUATEMALA

### MINISTERIO DE EDUCACIÓN PÚBLICA, GUATEMALA

Minister of Public Education: Gustavo Adolfo ARGUETA; Under-Secretary: Miguel Angel GONZÁLEZ; Technical Adviser: Alfonso ESTRADA RICCI; Director-General of Social Development and Rural Education: Eduardo PRADO PONCE; Director-General of Fine Arts and Cultural Development: Luís DOMINGO VALLADARES; Directress of Urban Pre-Primary and Primary Education: Marta JIMENEZ DE AGUILAR; Director of Secondary Education and Teacher Training: José MORALES ROMERO; Director of Vocational and Technical Education: Alfredo ALDANA HERNÁNDEZ; Director of Physical Education and School Hygiene: Manuel Angel PONCE; Director of Adult Education: Efrain MORAGA GONZÁLEZ; President of the Technical Council of National Education: Alfredo CARRILLO RAMIREZ.

## HAITI

### DÉPARTEMENT DE L'ÉDUCATION NATIONALE, PORT-AU-PRINCE

Secretary of State for National Education: Hubert PAPAILLER; Director-General of National Education: Jean Montès LEFRANC; Assistant Director for Physical Education: Pierre BIAMBY; Assistant Director for Vocational and Technical Education: René LEMOINE; Assistant Director for Adult Education: Vianney DENERVILLE; Assistant Director for Secondary Education: Ernest BARBOT; Assistant Director for Primary Education: Ulrick JEAN-BART.



## HONDURAS

## MINISTERIO DE EDUCACIÓN PÚBLICA, TEGUCIGALPA

Minister of Public Education: Juan Miguel MEJÍA; Under-Secretary of State: Mrs. Graciela BOGRÁN; Director-General of Primary Education: Armando CARCAMO; Director-General of Secondary Education: Manuel Antonio SANTOS; Director of the Technical Board of Education: Mrs. Ana GÓMEZ ROMERO; Rector of the autonomous National University of Honduras: Hernán CORRALES P.

## HUNGARY

## MŰVELŐDÉSÜGYI MINISZTERIUM, BUDAPEST

Minister of Culture: Mrs. Valéria BENKE; First Deputy-Minister: György ACZÉL; Deputy-Ministers: Pál ILKU and János MOLNAR.

## ICELAND

## MINISTRY OF CULTURE AND EDUCATION, REYKJAVIK

Minister: Gylfi Th. GÍSLASON; Secretary General: Birgir THORLACIUS; Chief of Division: Asgeir PÉTURSSON; Secretaries: Árni GUNNARSSON, Knútur HALLSSON, Sigurdur J. BRIEM.

## INDIA

## MINISTRY OF EDUCATION, NEW DELHI

Minister: K. L. SHRIMALI; Private Secretary to Minister: R. N. VIJ; Secretary and Educational Adviser: P. N. KIRPAL; Joint Secretary: R. P. NAIK; Deputy Educational Adviser: Raja ROY SINGH; Adviser, Primary Education: J. P. NAIK; Deputy Secretaries: K. R. RAMACHANDRAN, B. N. MALHAN, K. D. BHARGAVA, N. D. J. RAO; Deputy Educational Advisers: P. D. SHUKLA, R. K. KAPUR, Nauhria RAM.

## INDONESIA

## MINISTRY OF EDUCATION, SCIENCE AND CULTURE

## MINISTRY OF BASIC EDUCATION AND CULTURE

## MINISTRY OF HIGHER EDUCATION AND SCIENCE

## DJAKARTA

Minister of Education, Science and Culture: PRIJONO; Minister of Basic Education and Culture: PRIJONO; Minister of Higher Education and Science: IWA KUSUMASUMANTRI; General Secretary of the Ministry of Education, Science and Culture: SOEPARDO; Director-General of Higher Education: SOEGIONO DJOENED POESPONEGORO; Head of the Department of Physical Education: SOENGKONO; Head of the Department of Technical Education: HADISSUMANTRI.

## IRAN

## VÉZARATE FARHANGUE, TEHRAN

Minister of National Education: Jahansāh SALEH; Parliamentary Under-Secretary of State: Mohammed YAZDANFAR; Under-Secretary of State and Director of Fine Arts: Mehrdad PAHLBOD; Under-Secretary of State for Technical Education: Habibollāh NAFISI; Under-Secretary of



State for Administrative Affairs: Reza MOZAYYENI; Under-Secretary of State for Educational Affairs: Karim FATEMI; Under-Secretary of State for Physical Education: Abdollah AMIDI; Under-Secretary of State for Higher Education: Mahmud SANAI; Director-General of Cultural Relations: Salim NEYSARI; Directors-General: of Publications and Statistics: Abutorab RAZANI; of Religious Property: Ahmad RUSTAIYAN; of Public Libraries: Mehdi BAYANI; of School Libraries: Nasser ŠARIFI; of Archaeology and Museums: Mohammad AJUDANI; of Technical Education: Mohsen KALANTARI; of Financial and Administrative Affairs: Baqer NAHVI; of Staff: Mohammad Taqi SAJJADYAN; of Higher Education: Jalal KASAI; of Educational Questions: Mohammad MAŠAYEXI; of Educational Affairs and Physical Education: Hoseyn BANAİ; of Education in the Province of Tehran: Ali Akbar KOWSARI; of the Health and Education of Young People: Nosratollah Haj AZIMI; Chief of the Ministerial Secretariat: Mohammed Ali NAQIBZADEH; Chief of the Higher Council of Education Bureau: Ne'matollah XANAKBAR; Chief of School Health: Syavoš AGAH; Chief of General Administration and Accountancy: Mohammad Ali RAF'ATJAH; Chief of Finance: Ahmad Ali BEYGLARI; Chief of the Building Office: Mohammad Réza SEYYEDAN; Chief of Students Abroad: Mohammad TAHERI; Chief of Secondary Education: Hoseyn AZARM; Chief of Primary Education: Esmail VALIZADEH; Chief of Teacher Training: Mrs. Turan A'LAM; Chief of Adult Education: Akbar ŠAKERIN; Chief of Nursery-Infant School Administration: Fazlollah JAHANARA; Chief of Examinations: Hasan RAF'ATI AFŠAR; Chief of the Information, Research and Documentation Centre: Mohsen MOAYYEDI; Chief of Fundamental Education: Iraj JAHANSAHI; Chief of Staff: Mahmud XATAMI; Chief of Teachers' Welfare: Mohsen ŠAMLU; Chief of Agrarian Education: Yahya FYUZAT; Chief of Vocational Education: Abbas ŠEYX; Chief of Domestic Science Teaching: Mrs. A'zam Nahid FAXRAI; Chief of Information: Mohammad Ali MANI; Chief of Inspection: Azizollah KAMİAB.

## IRAQ

### MINISTRY OF EDUCATION, BAGHDAD

Minister of Education: Muhiddin ABDUL-HAMID; President of Baghdad University: Abdul-Jabbar ABDULLAH; Inspector General of Education: Aboud ZALZALA; Director-General for Technical Affairs: Salah KHALIS; Director-General of Education: Siddiq AL-ATROUSHI; Director-General of Administration: Ahmad Yaqub AL-SHAMSİ; Director-General of Vocational Education: Na'im BADAWI; Director-General of Physical Education: Akram FAHMI; Director of Cultural Exchange: Abdul-Razzak AL-JALILI; Director of Information: Shakir ALI; Director of Missions and Scholarships: Sahib HADDAD; Director of Secondary Education: Hamdi YOUNIS; Director of Primary Education: Najeeb MUHIDDIN; Director of Teacher Training: Abdul-Hameed ABDUL-KAREEM; Director of Industrial Education: Jassim AL-HAYANI; Director of Fundamental Education: Abdulla FADHIL; Director of Commercial Education: Jamal SHAFIQ; Director of Home Economics Education: Mrs. Fatma BAKIR.

## IRELAND

### AN ROINN OIDEACHAIS, DUBLIN

Minister for Education: An Dochtúir Pdraig Ó HIRIGHILE; Secretary: Tarlach Ó RAIFEARTAIGH; Assistant Secretary for Post-Primary Education: Peadar Mag Eoin; Assistant Secretary for Primary Education: Seán MAC GEARAILT.



## LIBYA

## MINISTRY OF EDUCATION, BENGAZI

Minister of Education: Mahmud EL-BESHTI; Director-General: Abdul-Jawad FRETIS; Assistant Director-General for Technical Matters: Ibrahim MEHDAWI; Assistant Director-General for Administrative Matters: Mohamed MAHDJUB; *Tripolitania Province*: Nazir of Education: Mohamed EL-HUNGARI; Director-General: Mohamed Tawfiq HAMMUDA; *Cyrenaica Province*: Nazir of Education: Hasan EL-GHANNAI; Director-General: Assayed AL-THULTHY; *Fezzan Province*: Nazir of Education: Mohamed INJUMA.

## LUXEMBOURG

## MINISTÈRE DE L'ÉDUCATION NATIONALE, LUXEMBOURG

Minister: Emile SCHAUS; Government Adviser on Vocational Education: Jean-Pierre WINTER; Government Adviser on Primary Education, Arts and Science: Edouard PROBST; Educational Adviser responsible for Cultural Relations with other Countries: Alphonse AREND; Professor attached to the Ministry responsible for questions relative to Higher and Secondary Education: Michel SCHMIT.

## MALAYA (Federation of)

## MINISTRY OF EDUCATION, KUALA LUMPUR

Minister of Education: Enche Abdul Rahman bin HAJI TALIB; Permanent Secretary: T. Eames HUGHES; Chief Education Adviser: W. BURTON.

## MEXICO

## SECRETARÍA DE EDUCACIÓN PÚBLICA, MEXICO

Secretary of State for Public Education: Jaime TORRES BODET; General Under-Secretary for Administrative Coordination: Ernesto ENRIQUEZ; Under-Secretary for Technical Education: Victor BRAVO AHUJA; Under-Secretary for Cultural Affairs: Amalia G. C. de CASTILLO LEDON; General Secretary: Manuel LOPEZ DAVILA; Minister's Private Secretary: Rafael SOLANA; General Coordinator of Pre-Primary and Primary Education: Mario AGUILERA DORANTES; Coordinator of Secondary Education and Teacher Training: Ramón GARCIA RUIZ; Coordinator of Legal Affairs: Jorge GAXIOLA; Coordinator of Audio-visual Education: Raul NORIEGA; Director-General of Administration: Manuel ROLDAN GIL; Directress-General of Pre-primary Education: María Helena CHANES; Director-General of Primary Education for the Federal District: Hebert SANTOYO GALVAN; Director-General of Primary Education for the States and Territories: Salvador VARELA RESEN-DIZ; Director-General of Secondary Education: Humberto RAMOS LOZANO; Director-General of the Literacy Campaign: José AVILA GARIBAY; Director-General of Higher Education and Scientific Investigation: José ROMANO MUÑOZ; Director-General of Legal Affairs: Javier PIÑA PALACIOS; Director-General of School Health and Medical Services: Manuel AVELEYRA ARROYO DE ANDA; Deputy Directress of Teacher Training, chargée d'affaires: Guadalupe C. de ZAVALA; Director-General of Author's Copyrights: Ernesto VALDERRAMA HERRERA; Director of the National Institute of Mexican Youth: Agustin ARRIAGA; Director-General of the National Institute of Fine Arts: Celestino GOROSTIZA; Director-General of the Anthropology and History Institute: Eusebio DAVALOS HURTADO; General Manager of the Administra-



tive Committee of the Federal School Building Programme: Pedro RAMIREZ VAZQUEZ; Director-General of Social Work: Flavio ROMERO DE VELASCO; President of the National Technical Council of Education: Celerino CÂNO; Director-General of the National Polytechnical Institute: Eugenio MENDEZ DOCURRO.

## MONACO

### MINISTÈRE D'ÉTAT, MONACO

Minister of State and President of the Education Committee: Emile PELLETIER; Government Adviser for Home Affairs responsible for National Education: Pierre BLANCHY; Director of Public Instruction, Cultural Activities and Youth: Georges BORGHINI.

## MOROCCO

### MINISTRY OF NATIONAL EDUCATION, RABAT

Minister: Abdelkrim BEN JELLOUN; Director of Departmental Staff: El Amrani ABDELKADER; Principal Private Secretary: Ahmed BELYAMANI; General Secretary: Nacer El FASSI; Chief of Secondary Education: Ahmed SALMI; Chief of Primary Education: Mohamed Mohiedine MECHRAFI; Chief of the Technical Education Service: Bekkari HOUSSAIN; Director of the Youth and Sports Division: Omar MEZZOUR.

## NEPAL

### MINISTRY OF EDUCATION, KATHMANDU

Minister: Vishwa Bandhu THAPA; Secretary to the Ministry: Kula Sekhar SHARMA; Under Secretaries: Kesari Raj PANDEY, Upendra DUTT; Director of Public Instruction: Tirtha Raj UPRETY; Acting Director of Archaeology and Culture: Chandra Man MASKEY.

## NETHERLANDS

### MINISTERIE VAN ONDERWIJS, KUNSTEN EN WETENSCHAPPEN, THE HAGUE

Minister of Education, Arts and Science: J. M. L. Th. CALS; Secretaries of State: Y. SCHOLTEN, G. C. STUBENROUCH; General Secretary: J. H. WESSELINGS; Director-General of Arts and International Cultural Relations: H. J. REININK; Director-General of Higher Education and Science: A. J. PIEKAAR; Director-General of Education: J. G. M. BROEKMAN; Inspector-General of Education: M. Goote; Director of Primary Education: J. de Bruyn; Director of Secondary Education and Preparatory Higher Education: J. B. DREWES; Director of Vocational and Technical Education: A. G. de Vries; Director of International Cultural Relations: B. J. E. M. de Hoog.

## NEW ZEALAND

### DEPARTMENT OF EDUCATION, WELLINGTON

Minister of Education: W. B. TENNENT; Director of Education: A. E. CAMPBELL; Assistant Director of Education: F. R. G. AITKEN; Assistant Director of Education (Administrative): L. M. GRAHAM; Chief Inspector of Primary Schools: J. L. EWING; Chief Inspector of Post-Primary Schools: J. L. HUNTER; Superintendent of Technical Education: B. C. LEE; Superintendent of Education, Auckland: L. F. ENSOR; Superintendent of Education, Christchurch: T. M. ARCHER.



## NICARAGUA

## MINISTERIO DE EDUCACIÓN PÚBLICA, MANAGUA

Minister of Public Education : René SCHICK GUTIÉRREZ ; Deputy Minister : Pedro J. QUINTANILLA ; Director of Technical Council : Násere HANED LÓPEZ ; Director of Primary Education : Francisco LÓPEZ COLLADO ; Director of Secondary Education : Tomás URROZ SARAVIA ; Director of Cultural Extension : Guillermo ROTHSCHUH TABLADA ; Director of Administrative Services : Fernando VALLE QUINTERO.

## NORWAY

## DET KONGELIGE KIRKE- OG UNDERVISNINGSDEPARTEMENT, OSLO

Minister of Church and Education : Helge SIVERTSEN ; Secretary General : Olav HOVE ; Under-Secretary of State : Enevald SKADSEM ; Director of the School Department (Primary, Secondary and Vocational Education) : Tønnes SIREVÅG ; Director of the Department of Arts and Sciences (Higher Education, Universities, Colleges, etc.) : Leif J. WILHELMSEN.

## PAKISTAN

## MINISTRY OF EDUCATION, KARACHI

Minister : Habibur RAHMAN ; Secretary : S. M. SHARIF ; Deputy Educational Adviser : Imdad HUSAIN ; Deputy Secretary : Dilawar HASSAN.

## PANAMA

## MINISTERIO DE EDUCACIÓN, PANAMÁ

Minister of Education : Alfredo RAMÍREZ ; Deputy Minister of Education : Manuel SOLÍS PALMA ; Secretary of the Ministry : Carlos P. RODRÍGUEZ S. ; Director of Secondary Education : Carlos GARCÍA P. ; Director of Primary Education : Rogelio ROBLES G. ; Director of Staff : J. Alejandro SAENZ ; Director of Administration : Crispin CORNEJO ; Director of Planning : Jorge I. BARNETT.

## PARAGUAY

## MINISTERIO DE EDUCACIÓN Y CULTO, ASUNCIÓN

Minister of Education and Religion : Fabio da SILVA ; Under-Secretary of State for Education and Religion : Américo VELÁZQUEZ ; General Secretary : Eutimio J. FRANCO ; Principal Private Secretary : Marcial CARVALLO ; Director of the Secondary and Vocational Education Department : Jorge CENTURIÓN ; Director of the Teacher Training Department : Ranulfo PEREZ ; Director of the Primary Education Department : Porfirio CHAMORRO ; Director of the Educational Psychology Research Department : Trifilo A. SALINAS ; Director of the Higher Education and Cultural Diffusion Department : Luís G. BENÍTEZ ; Director of the Administrative Department : Pastor M. CORONEL ; Director of the Information Department : José Antonio BIANCHI ; Director of the School Building Department : Anibal MONTERO DE VARGAS ; Director of the Physical Education Department : Sindulfo AVEIRO STARK ; Director of the Department of Religions : Ricardo Hugo de BELMONT ; Chief of the Fundamental Education Department : Emigdio RIVEROS ROLDAN ; Director of the School Statistics Department : Demitry PERSIANOW ; Chief of the Educational and Teaching Material Department : Jorge BÁEZ.



## PERU

## MINISTERIO DE EDUCACIÓN PÚBLICA, LIMA

Minister of Public Education: Alfredo PARRA CARREÑO; Director of Public Relations: Gerardo ALIAGA Y ALIAGA; Director of Primary Education: Francisco BELLIDO SIGREST; Director of Secondary Education: Francisco LIZARZABURU ZEVALLOS; Director of Teacher Training and Special Education: Decio RABANAL CARDENAS; Director of Technical Education and Craft Development: José CUADRA RABINES; Director of Fundamental and Adult Education: Luis A. LÓPEZ GALARRETA; Director of Physical Education and Recreation: Alfredo NARVAEZ CORONEL; Director-General of Economic and Financial Control: Juan SALCEDO GUILLERMO; Director of Culture, Archaeology and History: Manuel VEGAS CASTILLO; Director of Studies and Planning: Delfin LUDEÑA; Legal Adviser: Javier MORENO FIGUEROA; Director of National Centre for Educational Information and Documentation: Victor MOYA MENDEZ; Director of School Supplies: Benjamín AVILES GATICA.

## PHILIPPINES

## DEPARTMENT OF EDUCATION, MANILA

Secretary of Education: José E. ROMERO; Under-Secretary of Education: José Y. TUAZON; Director of Public Schools: Benigno ALDANA; Director of Private Schools: Jesus E. PERPIÑAN; Acting Director of Public Libraries: Ernesto R. RODRÍGUEZ, Jr.; Director of National Museum: Eduardo QUISUMBING; Director of the National Language Institute: José Villa PAÑGANIBAN.

## POLAND

## MINISTRY OF EDUCATION, WARSAW

Minister: Wacław TULODZIECKI; Under-Secretaries of State: Ferdynand HEROK, Michał GODLEWSKI, Jan SZOP; Director-General: Wojciech POKORA.

## PORTUGAL

## MINISTÉRIO DA EDUCAÇÃO NACIONAL, LISBON

Minister of National Education: Francisco de Paula LEITE PINTO; Under-Secretary of State: Baltazar REBELLO DE SOUSA; President of the Higher Educational Council: Mário de FIGUEIREDO; President of the Graduate Institute: Gustavo CORDEIRO RAMOS; Director-General of Primary Education: Joaquim GOMES BELO; Director-General of Secondary Education: Francisco FERNANDES PRIETO; Director-General of Higher Education: João Alexandre FERREIRA DE ALMEIDA; Director-General of Vocational Education: Antonio Carlos PROENÇA DE FIGUEIREDO; Director-General of Sports, Physical Education and School Health Service: Orlando VALADÃO CHAGAS; Principal Private Secretary: José GOMES BRANCO.

## RUMANIA

## MINISTRY OF EDUCATION AND CULTURE, BUCAREST

Minister: Ilie G. MURGULESCU; Deputy Ministers: Constantza CRACIUN, Stefan BALAN, Constantin PRISNEA; General Secretary: Mihai ALEXANDRU; Adviser on Educational and Cultural Problems: Ludovic TAKACS; Director-General of General, Vocational and Technical Education: Miron CONSTANTINESCO; Director-General of the School Network: Ion BORCA; Director-General of Higher Education: Constantin IONESCU-BUJOR; Director-General



of the Arts: Virgil FLOREA; Director-General of Cinematography: Gheorghe PAISI; Director-General of Publications: Aurel MIHALE; Director-General of Cultural Establishments: Dumitru BORIGA; Director-General of Polygraphic Works: Iosif CHISINEVSKI.

## SAUDI ARABIA

### MINISTRY OF EDUCATION, RIYADH

Minister of Education: Abdel Aziz HASSAN AAL EL SHEIKH; Deputy Minister for Cultural Affairs: Hamid DAMANHURY; Deputy Minister for Education: Abdul Wahab Abdul WASIE; Director-General of the Ministry: Mohamed EL FEREIH; Director-General of Culture: Hamza AABED; Director-General of Administration: Abdalla Abul ENEIN; Director-General of Social Affairs: Abdalla MENEII; Director-General of Financial Affairs: Yousef EL OHAIDAB; Director-General of Education: Abdalla EL WEHEIBI; Director-General of Examinations: Ibrahim EL HAGGI; Assistant Director-General of Higher Education: Abdel Rahman TEIBA; Assistant Director-General of Culture: Abdalla EL NAIM.

## SPAIN

### MINISTERIO DE EDUCACIÓN NACIONAL, MADRID

Minister of National Education: Jesús RUBIO GARCÍA-MINA; Under-Secretary: José MALDONADO Y FERNÁNDEZ DEL TORCO; Director-General of University Education: Torcuato FERNÁNDEZ MIRANDA; Director-General of Technical Education: Gregorio MILLAN BARBANY; Director-General of Secondary Education: Lorenzo VILAS LÓPEZ; Director-General of "Laboral" Education: Guillermo de REYNA MEDINA; Director-General of Primary Education: Joaquín TENA ARTIGAS; Director-General of Fine Arts: Gratiniano NIETO GALLO; Director-General of Archives and Libraries: José Antonio GARCÍA NOBLEJAS; Technical General Secretary and Commissioner for Cultural Extension: Antonio TENA ARTIGAS; Commissioner for School Welfare and Social Assistance: José NAVARRO LATORRE.

## SUDAN

### MINISTRY OF EDUCATION, KHARTOUM

Minister: Ziada Osman ARBAB; Director: Abdel Haleem Ali TAHA; Deputy Director: Mohamed Hassan ABDULLA; Assistant Director (Intermediate and Elementary Education): Ahmed MIRGHANI; Assistant Director (Personnel): Mirghani HAMZA; Assistant Director (Administration): Amin ZEIDAN; Assistant Director (Girls' Education): Ahmed Beshir EL ABABDI; Assistant Director (Southern Provinces): Hassan Ahmed EL HAG; Acting Principal, Bakht Er Ruda Institute of Education: Abdel Aziz Hassan ALI; Principal, Khartoum Technical Institute: Sir El Khatim El KHALIFA.

## SWEDEN

### KUNGL. ECKLESIASTIKDEPARTEMENTET, STOCKHOLM

Minister of Education and Ecclesiastical Affairs: Ragnar EDENMAN; Under-Secretary of State: Hans LÖWBEER; Director-General and Chief of the Royal Board of Education: Nils Gustav ROSÉN; Chancellor of the Universities: Harald CRAMÉR; Chief of the Royal Board of Vocational Training: Birger ÖHMAN.



## SWITZERLAND

## HEADS OF CANTONAL EDUCATION DEPARTMENTS

*Zurich*: Walter KÖNIG; *Bern*: Virgile MOINE; *Luzern*: Hans ROGGER; *Uri*: Thomas HERGER; *Schwyz*: Josef ULRICH; *Obwalden*: Hans GASSER; *Nidwalden*: Josef ODERMATT; *Glarus*: Fritz STUCKI; *Zug*: Emil STEIMER; *Fribourg*: José PYTHON; *Solothurn*: Urs DIETSCHI; *Basel-Stadt*: Peter ZSCHOKKE; *Basel-Land*: Leo LEJEUNE; *Schaffhausen*: Theo WANNER; *Appenzell A. Rh.*: Werner HOHL; *Appenzell I. Rh.*: Albert BROGER; *St. Gallen*: Guido EIGENMANN; *Graubünden*: Andrea BEZZOLA; *Aargau*: Ernst SCHWARZ; *Thurgau*: E. REIBER; *Ticino*: Plinio CIOCCARI; *Vaud*: Pierre OGUEY; *Valais*: Marcel GROSS; *Neuchâtel*: Gaston CLOTTU; *Genève*: Alfred BOREL; Secretary of the Conference of Heads of Cantonal Public Education Departments: Antoine BOREL.

## THAILAND

## MINISTRY OF EDUCATION, BANGKOK

Minister of Education: M. L. Pin MALAKUL; Under-Secretary of State: Nai Naga DEVAHASTIN; Deputy Under-Secretaries of State: Yua WICHAIDIT, Kriang IAMSAKUL; Director-General of Secondary Education: Luang Svastisarn SASTRABUDDHI; Director-General of Elementary and Adult Education: Abhai CHANDAVIMOL; Director-General of Vocational Education: Sanan SUMITR; Director-General of Teacher Training: Bunthin ATTAGARA; Deputy Director-General of Educational Techniques: Charoon VONGSAYANHA; Director-General of Physical Education: Kong VISUDHAROMN; Director-General of Religious Affairs: Phung SRIVICHARN; Director-General of Fine Arts: Dhanit YUPOH.

## TUNISIA

## SECRETARIAT OF STATE FOR NATIONAL EDUCATION, TUNIS

Secretary of State: Mahmoud MESSADI; Principal Private Secretary: Taïeb TRIKI; Chief of the Secondary Education Service: Abdelwahab BAKIR; Chief of the Technical Education Service: Ahmed EL FANI; Chief of the Primary Education Service: Mohamed BAKIR; Chief of the Social and Cultural Service: Tahar GUIGA.

## TURKEY

## MINISTRY OF NATIONAL EDUCATION, ANKARA

Minister: Turhan FEYZIOĞLU; Under-Secretary of State: Nihat Adil ERKMAN; Under-Secretary of State for Technical and Vocational Education: Nihat SAYDAM; Assistant Under-Secretaries of State: Mehmet ASLANTÜRK, Mustafa AKAN; President of the Higher Council for Education: Kadri YÖRÜKOĞLU; President of the Inspection Council: Osman HORASANLI; Director-General of Higher Education: Ziya KARAMUK; Director-General of Secondary Education: Tarik ASAL; Director-General of Primary Education: Fuat BAYMUR; Director-General of Teacher Training Schools: Fevzi ERTEM; Director-General of Private Education: Osman GÜNEY; Director-General of Adult Education: vacant; Director-General of Fine Arts: Afif OBAY; Director-General of Antiquities and Museums: Rüstem DUYURAN; Director-General of the State Theatre and Opera: Cüneyt GÖKÇER; Director-General of School Hygiene: vacant; Director-General of External Relations: Ferit SANER; Director-General of Libraries: Aziz BERKER; Director-General of Personnel: Arman SUPHI; Legal Adviser: Mehmet KALAÇ; Director of Publications:



Namik KATOĞLU; Director of Physical Culture and Scouting: Muammer PAMUK; Directress-General of Technical Education for Girls: Sidika AVAR; Director-General of Technical Education for Boys: Hasan YAMAC; Director-General of Commercial Education: Rasit ÖZALP.

## UKRAINE

### MINISTRY OF EDUCATION, KIEV

Minister of Education: Ivan Konstantinovich BELODED; Deputy Ministers: Petr Leontievitch MIRGORODSKY, Sergey Trofimovitch ZAVALO, Anatoliy Vassilievitch KORNEITCHUK.

## UNION OF BURMA

### MINISTRY OF EDUCATION, RANGOON

Minister: U KA; Government Secretary: U BA KYAW; Director of Education: U Po THON; Director of Teacher Training: U BA BWA; Rector of the University of Rangoon: Dr. HLA MYINT; Director of Technical Education: C. PING LEE.

## UNION OF SOUTH AFRICA

### DEPARTMENT OF EDUCATION, ARTS AND SCIENCE, PRETORIA

Minister: Jan Jonothan SERFONTEIN; Deputy Minister: Balthazar Johannes VORSTER; Secretary for Education, Arts and Science: Jacobus Johannes Petrus OP'T HOF; Deputy Secretary for Education, Arts and Science: Pieter GROBBELAAR; Under-Secretaries for Education, Arts and Science: Johannes Ludwig Neethling HANSMANN, Michael Christian ERASMUS.

## UNION OF SOVIET SOCIALIST REPUBLICS<sup>1</sup>

*R.S.F.S.R.*, Moscow: Minister of Education: Evguenii Ivanovitsch AFANASENKO; First Deputy Minister: Alexei Ivanovitsch MARKOUCHEVITSCH; Deputy Ministers: Pavel Vassilievitsch ZIMINE, Mikhail Petrovitsch KACHINE, Fedor Semenovitsch MAXIMENKO, Ivan Vassilievitsch PADEJNOV. *Uzbek SSR*: Minister of Education: I. K. KADYROV; *Kazakh SSR*: Minister of Education: A. C. CHARIPOV; *Georgian SSR*: Minister of Education: T. V. LACHKARACHVILI; *Azerbaijan SSR*: Minister of Education: M. M. MEKHTI ZADE; *Lithuanian SSR*: Minister of Education: M. A. GUEDEVILAS; *Moldavian SSR*: Minister of Education: A. N. KRATSCHOVN; *Latvian SSR*: Minister of Education: V. K. KRUMINCH; *Kirghiz SSR*: Minister of Education: T. T. TOURGOUNOV; *Tadzhik SSR*: Minister of Education: T. P. POULATOV; *Armenian SSR*: Minister of Education: Ch. S. SIMONIAN; *Turkmen SSR*: Minister of Education: A. KOURBANOV; *Estonian SSR*: Minister of Education: F. M. EISEN.

## UNITED ARAB REPUBLIC (UAR)

### CENTRAL MINISTRY OF EDUCATION

Minister for the UAR: Kamal El din HUSSEIN; Deputy Minister: Mohamed Ali HAFEZ; Under-Secretary of State for Foreign Relations: Ahmed El FOTTAYEH; Technical Education Adviser: Aly SHOEB.

<sup>1</sup> For the Byelorussian SSR and the Ukrainian SSR, see under Byelorussia and Ukraine.



## NORTHERN PROVINCE (SYRIA): MINISTRY OF EDUCATION, DAMASCUS

Minister: Amjad EL TRABULSI; Under-Secretary of State: Omar CHAKHACHIRO.

## SOUTHERN PROVINCE (EGYPT): MINISTRY OF EDUCATION, CAIRO

Minister: Ahmed Naguib HASHIM; Under-Secretary of State: Mohamed Taha El NIMR; Under-Secretary of State for Technical Education: Ali SHOEB; Technical Adviser, Permanent Delegate of the UAR at Unesco: Abdel Aziz El KOUSSY; Assistant Under-Secretary of State for General Education: Ahmed Zaki MOHAMED; Assistant Under-Secretary of State for Cultural Affairs: Mohamed Kamel El NAHAS; Under-Secretary of State for Finance and Administration: Ahmed ABDEL GHANI.

## UNITED KINGDOM

## ENGLAND AND WALES: MINISTRY OF EDUCATION, LONDON

Minister: Sir David ECCLES, K.C.V.O.; Parliamentary Secretary: Kenneth P. THOMPSON; Permanent Secretary: Dame Mary SMETON, D.B.E.; Deputy Secretaries: R. N. HEATON, C.B., A. A. PART, C.B., M.B.E.; Under Secretaries: J. F. EMBLING, R. HOWLETT, C.B. D. H. LEADBETTER, C.B., P. R. ODGERS, M.B.E., J. A. R. PIMLOTT, C.B., T. R. WEAVER; Legal Adviser: W. L. DALE, C.M.G.; Senior Chief Inspector: P. WILSON, C.B.; Chief Inspectors: J. G. M. ALLCOCK, J. E. H. BLACKIE, C.B., W. R. ELLIOT, C. R. ENGLISH, R. D. SALTER DAVIES, R. E. WILLIAMS; Permanent Secretary of Welsh Department: Sir Ben Bowen THOMAS; Chief Inspector (Wales): W. Ll. LLOYD.

## NORTHERN IRELAND: MINISTRY OF EDUCATION, BELFAST

Minister: W. M. MAY; Permanent Secretary: A. C. WILLIAMS; Senior Assistant Secretary: J. M. BENN; Assistant Secretaries: L. ARNDELL, J. SCOTT; Senior Chief Inspector: W. B. DOAK.

## SCOTTISH EDUCATION DEPARTMENT, EDINBURGH

Secretary: W. F. ARBUCKLE, C.B.; Deputy Secretary: H. H. DONNELLY; Under Secretary: A. G. RODGER, O.B.E.; Assistant Secretaries: A. DAVIDSON, W. D. WALKER, R. A. DINGWALL-SMITH, J. KIDD, F. M. M. GRAY (Establishment Officer), S. C. ALDRIDGE, J. A. M. MITCHELL, M.C.; Senior Chief Inspector of Schools: J. S. BRUNTON, C.B.; Chief Inspectors of Schools: J. W. M. GUNN, R. MACDONALD, Miss E. I. YOUNG, J. G. STRACHAN, D. DICKSON, P. M. GILLAN.

## UNITED STATES

## DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON

Secretary of Health, Education, and Welfare: Abraham A. RIBICOFF; U.S. Office of Education: Commissioner of Education: Sterling M. McMURRIN; Deputy Commissioner of Education: Wayne O. REED; Executive Officer: John F. HUGHES; Acting Assistant Commissioner for Educational Research: John G. LORENZ; Assistant Commissioner and Director, Division of State and Local School Systems: E. Glenn FEATHERSTON; Assistant Commissioner and Director, Division of School Assistance in Federally Affected Areas: Rall I. GRIGSBY; Assistant Commissioner and Director, Division of Higher Education: Homer D. BABBIDGE; Assistant Commissioner and Director, Division of Vocational Education: James H. PEARSON; Assistant Commissioner and Director, Division of International Education: Oliver J. CALDWELL; Deputy



Director, Division of International Education and Director, International Education Relations Branch: Bess GOODYKOONTZ.

## URUGUAY

### MINISTERIO DE INSTRUCCIÓN PÚBLICA, MONTEVIDEO

Minister of Education: Eduardo A. PONS ETCHEVERRY; Under-Secretary of State: Enrique BELTRÁN; Director-General of Primary Education: Felipe FERREIRO; Director-General of Secondary Education: Alberto C. RODRÍGUEZ; Rector of the University: Mario CASSINONI.

## VENEZUELA

### MINISTERIO DE EDUCACIÓN, CARACAS

Minister of Education and Director-General: Reinaldo Leandro MORA; Legal Adviser: José Luís AGUILAR GORRONDONA; Technical Director: Pedro CONTRERAS PULIDO; Director of Administration: Víctor GONZÁLEZ AROCHA; Director of Primary Education and Teacher Training: J. M. ALFARO ZAMORA; Director of Secondary, Higher and Special Education: Benjamín MENDOZA; Director of Crafts, Industrial and Commercial Education: Jesús A. CHAVEZ; Director of Culture and Fine Arts: Arturo CROCE; Secretary of the National Council of Universities: Mariano UZCÁTEGUI URDANETA.

## VIETNAM

### SECRETARIAT OF STATE FOR NATIONAL EDUCATION, SAIGON

Secretary of State: Trần-Huu-THÊ; Departmental Staff Director: Trần-van-THUÂN; General Secretary: Huýnh-van-DAO; Principal Private Secretary: Lý-Chánh-TRUNG; Director-General of Secondary, Primary and Popular Education: Trần-Bá-CHỨC; Director of Cultural Affairs: Nguyễn-Khắc-KHAM; Director of School Textbooks Compilation, Translation and Publication: Lý-Chánh-DỨC; Director of the Historical Research Institute: Trương-Buu-LÂM; Director of Technical and Craft Education: Nguyễn-Duoc; Director of the National Technical Centre: Lê-Si-NGAC; Director of Art Education: Lê-Van-LÂM.

## YUGOSLAVIA

*Education Committee of the Federal Executive Council, Belgrade:* President: Krste CRVENKOVSKI. *Council for Education of the People's Republic of Serbia, Belgrade:* President: Dragoslav MUTAPOVIĆ. *Council for Culture of the People's Republic of Serbia, Belgrade:* President: Stanka VESELINOV. *Council for Education of the People's Republic of Croatia, Zagreb:* Milos ŽANKO. *Council for Culture and Science of the People's Republic of Croatia, Zagreb:* President: Anica MAGAŠIĆ. *Council for Education of the People's Republic of Slovenia, Ljubljana:* President: Vlado MAJHEN. *Council for Culture of the People's Republic of Slovenia, Ljubljana:* President: Boris KOCIJANČIČ. *Council for Education of the People's Republic of Bosnia and Hercegovina, Sarajevo:* President: Dušanka KOVAČEVIĆ. *Council for Culture of the People's Republic of Bosnia and Hercegovina, Sarajevo:* President: Vinko VINTERHALTER. *Council for Education of the People's Republic of Macedonia, Skoplje:* President: Petar ZDRAVKOVSKI. *Council for Culture of the People's Republic of Macedonia, Skoplje:* President: Dimče BELOVSKI. *Council for Education of the People's Republic of Montenegro, Titograd:* President: Živko ŽIŽIĆ; *Council for Culture of the People's Republic of Montenegro, Titograd:* President, Vuko RADOVIĆ.



# Educational Statistics



# I. PRIMARY EDUCATION. NUMBER OF TEACHERS AND PUPILS

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

Country	School year	Total population (thousands)	Teachers		Pupils			
			Total	Females	% F	Total	Females	% F
AFRICA								
Cameroon	1959/60	1 3187	...	...	...	371 421	116 755	31.4
Central African Republic	1957/58	1 150	...	...	...	45 774	7 446	16.3
Congo (Leopoldville) <sup>2</sup>	1957/58	13 342	...	...	...	1 572 824	...	...
Congo (Brazzaville)	1957/58	771	...	...	...	78 962	21 851	27.7
Dahomey	1957/58	1 720	...	...	...	75 406	20 888	27.7
Ethiopia	1958/59	21 700	3 4723	3 644	3 13.6	158 005	32 794	20.8
Gabon	1957/58	412	...	...	...	39 763	13 391	33.7
Ghana	1959	4 911	15 546	3 303	21.2	483 425	167 102	34.6
Guinea	1957/58	2 504	...	...	...	42 543	9 522	22.4
Ivory Coast	1957/58	2 848	...	...	...	125 727	29 734	23.6
Liberia <sup>4</sup>	1959/60	...	1 980	...	...	60 794	...	...
Libya	1959/60	1 172	4 214	745	17.7	139 569	22 784	16.3
Madagascar	1959/60	5 280	...	...	...	364 217	158 769	43.6
Mali	1957/58	3 740	...	...	...	42 052	9 623	22.9
Mauritania	1957/58	635	200	...	...	6 493	519	8.0
Morocco	1959/60	10 550	...	...	...	722 215	...	...
Niger	1957/58	2 470	331	51	15.4	11 811	3 373	28.6
Senegal	1957/58	2 290	...	...	...	5 80 473	5 23 993	5 29.8
Somalia	1958	650	124	7	5.6	2 881	279	9.7
Former British Somaliland	1958/59	1 330	5 624	5 143	5 22.9	16 485	4 070	24.7
Former Italian Somaliland	1959/60	11 390	7 307	1 766	24.2	288 395	73 493	25.5
Sudan	1959/60	1 2 600	...	...	...	53 973	6 048	11.2
Tchad	1957/58	1 095	...	...	...	70 600	17 062	24.2
Togo	1959/60	3 925	6 155	...	...	364 291	113 768	31.2
Tunisia	1958	14 418	66 964	...	...	2 386 425	1 176 718	49.3
Union of South Africa <sup>4</sup>	1958/59	25 073	62 372	22 070	35.4	2 340 146	894 089	38.2
United Arab Republic	1959/60	4 267	13 310	...	...	472 983	...	...
Egypt <sup>6</sup>	1959/60	4 030	957	...	...	40 543	11 394	28.1
Syria								
Upper Volta								



# AMERICA, NORTH

Canada	1957/58	16 818	107 671	...	...	2 838 171	1 367 848	48.2
Costa Rica	1959	1 126	7 310	5 683	77.7	184 135	89 845	48.8
Cuba	1956/57	6 335	21 066	17 995	85.4	746 880	389 576	52.2
Dominican Republic	1957	2 704	...	...	...	461 015	...	...
El Salvador	1958	2 434	...	...	...	262 477	125 124	47.7
Guatemala	1959	3 640	6 267	...	66.8	281 950	124 410	44.1
Haiti	1957/58	3 404	...	...	...	7 203 032	7 75 239	7 37.1
Honduras	1957	1 769	4 574	3 537	77.3	146 551	70 930	48.4
Mexico	1958	32 348	99 582	...	...	4 436 561	...	...
Nicaragua	1958/59	1 378	...	...	...	128 583	65 480	50.9
Panama	1957/58	981	4 629	3 727	80.5	142 576	69 356	48.6
Puerto Rico	1957/58	2 303	8 960	8 * 6 900	8 * 85.2	* 529 000	8 * 240 000	8 * 49.1
United States of America <sup>5 8</sup>	1959/60	177 702	839 825	...	...	24 034 381	...	...

# AMERICA, SOUTH

Argentina	1959	20 614	115 564	109 260	94.5	2 800 560	1 373 360	49.0
Bolivia	1956	3 280	6 938	...	...	159 747	71 902	45.0
Brazil	1958	62 725	* 182 602	...	...	* 5 775 246	* 2 836 566	49.1
Chile	1957	7 121	...	...	...	1 048 325	512 069	48.8
Colombia	1958	13 522	38 061	29 787	78.3	1 493 123	739 573	49.5
Ecuador	1957/58	3 988	12 375	8 179	66.1	501 622	235 645	47.0
Paraguay	1959	1 718	5 10 441	...	...	292 426	135 123	46.2
Peru	1958	10 213	35 263	...	...	1 308 236	...	...
Surinam	1957/58	* 233	1 273	672	52.8	45 663	21 944	48.1
Uruguay	1957	2 679	8 774	...	...	292 791	142 660	48.7
Venezuela	1959/60	6 512	32 754	...	...	1 172 393	...	...

# ASIA

Afghanistan	1959	13 150	3 4 358	...	...	141 319	12 246	8.7
Bahrain	1959/60	143	3 688	...	...	9 10 899	9 5 467	50.2
Cambodia	1959/60	4 845	8 11 267	...	...	8 543 450	...	...
Ceylon <sup>4</sup>	1958	9 388	59 647	29 565	49.6	1 961 138	909 265	46.4
China	1955/56	614 705	1 593 613	...	...	53 126 401	...	...
People's Republic of	1959/60	10 232	42 428	15 117	35.6	1 777 118	830 077	46.7
Republic of China (Taiwan)	1957/58	394 990	10 726 081	...	...	10 24 779 195	...	...
India	1957/58	86 200	176 653	47 539	26.9	7 376 056	3 084 678	41.8
Indonesia	1959/60	20 164	38 557	14 392	37.3	1 311 164	428 933	32.7
Iran	1959/60	1 6 590	20 040	...	...	642 665	...	...
Iraq	1959/60	2 029	11 15 957	...	...	370 356	12 168 225	12 49.1
Israel	1958/59	2 029	...	...	...	...	...	...



# PRIMARY EDUCATION. NUMBER OF TEACHERS AND PUPILS

(continued)

Country	School year	Total population (thousands)	Teachers		% F	Pupils		
			Total	Female		Total	Female	% F
Japan	1958/59	92 250	366 285	165 748	45.3	13 492 087	6 605 334	49.0
Jordan	1957/58	1 553	5 605	2 185	39.0	205 119	69 677	34.0
Korea, Republic of	1959	22 866	61 059	...	...	3 633 079	...	...
Kuwait	1959	219	1 601	...	...	33 015	...	...
Laos	1958/59	* 1 750	r 3 083	426	13.8	r 101 099	r 28 783	r 28.5
Lebanon	1959/60	1 1 550	s 10 601	...	...	226 558	...	...
Malaya, Federation of	1958	6 515	36 509	11 882	32.5	1 057 993	4 484 434	4 41.1
Nepal	1958	8 910	4 500	600	13.3	110 000	20 000	18.2
Pakistan	1958	85 635	121 429	9 135	7.5	4 469 490	420 991	9.4
Philippines	1958/59	24 364	s 102 434	...	...	3 970 498	...	...
Qatar	1957	40	...	...	...	4 5 * 1 550	...	...
Saudi Arabia	1959	13 6 036	4 075	...	...	85 847	...	...
Thailand	1959	21 881	100 584	...	27.7	3 432 662	...	...
Turkey	1957/58	25 813	47 352	12 271	25.9	2 270 106	861 211	37.9
Union of Burma	1959/60	20 457	s 36 590	...	...	s 1 543 874	...	...
Vietnam, Republic of	1959/60	13 790	22 882	...	...	1 232 896	...	...
Yemen	1958	...	1 018	—	—	38 653	—	—
EUROPE								
Albania	1958/59	1 507	7 130	2 380	33.4	211 546	97 070	45.9
Andorra <sup>14</sup>	1957/58	6	23	15	65.2	628	281	44.7
Austria	1959/60	7 049	25 031	13 611	54.4	712 315	353 922	49.7
Belgium	1957/58	9 021	...	...	...	874 586	424 637	48.6
Bulgaria	1958/59	7 760	41 083	...	...	1 008 103	...	...
Czechoslovakia	1958/59	13 516	74 847	...	...	1 953 594	...	...
Denmark	1957/58	4 502	15 317	7 423	48.5	523 416	254 296	48.6
Finland	1958/59	4 395	24 259	...	...	628 655	300 274	47.8
France	1958/59	44 777	...	...	...	5 351 104	2 722 152	50.9
Germany	1958/59	17 355	46 092	...	...	1 075 279	...	...
Democratic Republic of	1958/59	52 503	4 191 172	4 77 107	40.3	5 031 776	2 476 861	49.2
Federal Republic of	1958/59	2 224	4 662	2 617	56.1	148 173	72 842	49.2
West Berlin	1958/59							



	1958/59	8 173	21 810	...	...	945 192	450 756	47.7
Greece	1959/60	9 917	56 449	...	...	1 314 432	...	...
Hungary	1955	158	807	...	...	* 19 000	...	...
Iceland	1958/59	2 849	13 753	...	...	505 363	...	...
Ireland <sup>5</sup>	1957/58	48 608	189 838	139 274	73.4	4 768 360	2 288 704	48.0
Italy	1957/58	15	74	31	41.9	2 175	1 149	52.8
Liechtenstein	1958/59	320	1 142	566	49.6	28 706	14 039	48.9
Luxembourg <sup>8</sup>	1959/60	21	86	...	...	1 719	...	...
Monaco	1958/59	11 266	43 806	22 231	50.7	1 518 456	739 302	48.7
Netherlands	1959/60	3 564	17 850	...	...	487 200	...	...
Norway	1959/60	29 257	140 455	...	...	4 574 225	...	...
Poland	1959/60	9 052	...	...	...	869 207	...	...
Portugal	1959/60	18 256	<sup>16</sup> 97 907	...	...	2 135 403	1 014 783	47.5
Rumania <sup>17</sup>	1958/59	29 778	93 924	...	...	3 726 492	1 825 523	49.0
Spain	1959/60	7 454	36 816	...	...	* 839 000	...	...
Sweden	1956/57	5 078	20 613	10 979	53.3	548 875	270 066	49.2
Switzerland <sup>8</sup>	1957/58	45 008	168 144	126 077	75.0	4 787 359	2 346 586	49.0
United Kingdom	1958/59	1 403	6 530	4 660	71.4	206 237	102 421	49.7
England of Wales	1957/58	5 159	...	...	...	616 788	301 126	48.8
Northern Ireland	1957/58	18 097	40 726	<sup>4</sup> 39 988	<sup>4</sup> 57.8	1 637 702	<sup>4</sup> 1 115 398	<sup>4</sup> 46.5
Scotland								
Yugoslavia								
OCEANIA								
Australia	1958	9 846	...	...	...	1 517 599	...	...
New Zealand	1958	2 282	12 617	6 824	54.1	403 718	195 738	48.5
U.S.S.R.								
U.S.S.R.	1959/60	208 827	...	...	...	<sup>4</sup> 33 351 000	...	...

Source. — Despite the fact that these figures were taken from official sources, they may sometimes differ slightly from the figures supplied by the Ministries of Education in their reports on educational progress presented to the XXIIIrd International Conference on Public Education.

\* Estimated or provisional.

<sup>r</sup> Revised data.

... Not available.

... Nil or negligible.

<sup>1</sup> 1958.

<sup>2</sup> African education only.

<sup>3</sup> All levels.

<sup>4</sup> Including general secondary education.

<sup>5</sup> Including pre-school education.

<sup>6</sup> Not including practical preparatory schools and Al Azhar University.

<sup>7</sup> Data as at March 1958.

<sup>8</sup> Public schools only.

<sup>9</sup> Including enrolment of girls at all levels of education.

<sup>10</sup> Figures refer to type of school, not to level of education.

<sup>11</sup> Number of teaching posts.

<sup>12</sup> Hebrew schools only.

<sup>13</sup> 1956.

<sup>14</sup> French schools only.

<sup>15</sup> Decrease since 1956/57 is due to reorganization of school system.

<sup>16</sup> Including general secondary education and secondary teacher training.

<sup>17</sup> Including evening and correspondence courses.



# AMERICA, NORTH

Canada <sup>6</sup>	1957/58	*29 558	...	...	621 427	315 856	50.8
Costa Rica	1959	1 204	608	...	20 415	10 430	51.1
Cuba	1956/57	2 029	1 060	...	35 746	14 927	41.8
Dominican Republic <sup>1</sup>	1956	...	...	...	9 510	4 710	49.5
El Salvador	1958	1 102	279	...	18 514	7 536	40.7
Guatemala	1959	<sup>1</sup> 2 191	<sup>1</sup> 632	...	12 737	4 832	37.9
Haiti <sup>7</sup>	1957/58	...	...	...	8 990	3 674	40.9
Honduras	1957	...	...	...	2 467	425	17.2
Mexico	1956	14 309	...	...	124 578	40 654	32.6
Nicaragua	1958/59	...	...	...	5 667	1 566	27.6
Panama	1957/58	925	512	...	21 767	10 269	47.2
Puerto Rico	1957/58	...	...	...	*89 000	...	...
United States of America <sup>6 s</sup>	1959/60	527 059	...	...	11 251 796	...	...

# AMERICA, SOUTH

Argentina	1959	18 298	10 818	59.1	135 119	50 595	37.4
Bolivia	1956	<sup>6</sup> 2 459	...	...	31 240	10 930	36.0
Brazil	1959	53 284	23 485	44.1	794 690	368 924	46.4
Chile	1957	...	...	...	137 060	70 169	51.2
Colombia	1958	9 565	3 159	33.0	115 041	39 283	34.1
Ecuador	1957/58	3 120	794	25.4	33 469	9 631	28.5
Paraguay	1959	1 509	700	46.4	10 594	4 143	37.7
Peru	1958	8 314	...	...	122 221	...	...
Surinam	1957/58	242	114	47.1	5 388	2 537	47.1
Uruguay <sup>8</sup>	1957	3 919	...	...	54 957	...	...
Venezuela	1959/60	4 971	...	...	87 928	...	...

# ASIA

Afghanistan	1959	...	...	...	7 973	1 726	21.6
Bahrain <sup>8 9</sup>	1959/60	...	...	...	636	—	—
Cambodia	1959/60	...	...	...	26 322	...	...
Ceylon <sup>3</sup>	1958	59 647	29 565	49.6	1 961 138	909 265	46.4
China	1955/56	...	...	...	<sup>6</sup> 3 899 626	...	...
People's Republic of	1959/60	13 206	2 803	21.2	232 156	78 653	33.9
Republic of China (Taiwan)	1957/58	407 674	...	...	10 599 083	...	...
India <sup>10</sup>	1957/58	14 211	2 995	21.1	276 287	79 612	28.9
Indonesia <sup>11</sup>	1959/60	<sup>1 e</sup> 11 066	<sup>1 e</sup> 2 572	...	255 799	72 317	28.3
Iran	1959/60	31186	...	...	120 155	...	...
Iraq	1958/59	2 551	...	...	27 547	...	...
Israel <sup>12</sup>						<sup>13</sup> 14 965	<sup>13</sup> 56.1



## II. GENERAL SECONDARY EDUCATION. NUMBER OF TEACHERS AND PUPILS

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

Country	School Year	Teachers			Pupils		
		Total	Female	% F	Total	Female	% F
AFRICA							
Cameroun	1959/60	...	...	...	8 721	1 299	14.9
Central African Republic <sup>1</sup>	1957/58	...	...	...	1 044	141	13.5
Congo (Leopoldville)	1957/58	...	...	...	16 486	...	...
Congo (Brazzaville) <sup>1</sup>	1957/58	...	...	...	1 975	475	24.1
Dahomey <sup>1</sup>	1957/58	...	...	...	2 257	646	28.6
Ethiopia	1958/59	...	...	...	4 496	318	7.1
Gabon <sup>1</sup>	1957/58	<sup>2</sup> 4 723	<sup>2</sup> 644	<sup>2</sup> 13.6	1 025	167	16.3
Ghana	1959	...	...	...	170 066	44 101	25.9
Guinea	1957/58	5 745	1 063	18.5	2 171	240	11.1
Ivory Coast <sup>1</sup>	1957/58	...	...	...	4 310	786	18.2
Liberia <sup>3</sup>	1959/60	1 980	...	...	60 794	...	...
Libya	1959/60	631	12	1.9	9 163	416	4.5
Madagascar	1959/60	...	...	...	18 083	6 619	36.6
Mali	1957/58	...	...	...	1 1790	1 406	122.7
Mauritania	1957/58	7	...	...	291	15	5.2
Morocco	1959/60	...	...	...	29 061	9 328	32.1
Niger <sup>1</sup>	1956/57	15	5	33.3	243	37	15.2
Senegal <sup>1</sup>	1957/58	...	...	...	5 066	1 580	31.2
Somalia							
Former British Somaliland	1958/59	6	—	0.0	81	—	0.0
Former Italian Somaliland	1958/59	56	...	...	773	*65	*8.4
Sudan <sup>4</sup>	1959/60	2 900	408	13.9	<sup>5</sup> 57 993	10 185	17.6
Tchad <sup>1</sup>	1959/60	...	...	...	1 120	106	9.5
Togo	1957/58	...	...	...	1 210	234	19.3
Tunisia	1957/58	...	...	...	31 202	7 858	25.2
Union of South Africa <sup>3</sup>	1958	66 964	...	...	2 386 425	1 176 718	49.3
United Arab Republic							
Egypt	1958/59	27 318	5 948	21.8	385 251	96 508	25.1
Syria	1959/60	3 462	...	...	66 196	...	...
Upper Volta	1959/60	58	24	41.4	1 370	302	22.0



# GENERAL SECONDARY EDUCATION. NUMBER OF TEACHERS AND PUPILS

(continued)

Country	School year	Teachers		Pupils			
		Total	Female	% F	Total	Female	% F
Japan	1958/59	6 340 342	6 70 632	6 20.8	6 724 080	3 361 560	50.0
Jordan	1957/58	2 459	524	21.3	50 869	10 423	20.5
Korea, Republic of	1959	6 22 963	...	...	618 025	...	...
Kuwait	1959	141	...	...	1 667	...	...
Laos <sup>6</sup>	1958/59	107	...	...	2 147	418	19.5
Lebanon	1959/60	3 10 601	...	...	39 364	...	...
Malaya, Federation of	1958	...	...	...	120 117	...	...
Nepal	1954	2 246	56	2.5	46 105	2 137	4.6
Pakistan	1958	53 603	7 450	13.9	1 345 549	182 602	13.6
Philippines	1958/59	...	...	...	14 579 086	...	...
Saudi Arabia	1959	531	—	—	5 726	...	...
Thailand	1959	18 991	...	...	483 107	...	...
Turkey	1957/58	11 047	4 449	40.3	234 479	60 871	26.0
Union of Burma	1959/60	...	...	...	332 576	...	...
Vietnam, Republic of	1959/60	4 888	...	...	160 522	...	...
Yemen	1958	...	...	...	696	—	—
EUROPE							
Albania	1958/59	336	70	20.8	12 5 177	12 1 934	12 37.4
Andorra <sup>15</sup>	1957/58	5	2	40.0	56	35	62.5
Austria	1959/60	...	...	...	82 899	30 847	37.2
Belgium	1957/58	...	...	...	248 914	113 233	45.5
Bulgaria	1958/59	8 016	...	...	167 102	...	...
Czechoslovakia	1958/59	5 558	...	...	96 372	...	...
Denmark	1958/59	7 071	3 915	55.4	164 759	...	...
Finland	1958/59	8 770	4 997	57.0	181 431	101 580	56.0
France	1958/59	...	...	...	1 334 918	704 351	52.8
Germany	1957/58	29 520	...	...	702 694	...	...
Democratic Republic of <sup>16</sup>	1958/59	3 191 172	3 77 107	3 40.3	1 222 351	539 523	44.1
Federal Republic of	1958/59	2 954	1 283	43.4	53 689	26 403	49.2
West Berlin	1958/59	7 559	...	...	232 506	93 316	40.1
Greece <sup>17</sup>	1958/59	...	...	...	...	...	...



Hungary	1959/60	...	...	...	12 99 349	...	...
Iceland	1955	436	...	...	6 090	...	...
Ireland	1958/59	...	...	...	18 69 568	...	...
Italy	1957/58	62 170	36 673	59.0	726 717	297 468	40.9
Liechtenstein	1957/58	37	11	29.7	575	278	48.3
Luxembourg	1959/60	* 300	...	...	4 561	1 179	25.8
Monaco	1959/60	52	...	...	663	...	...
Netherlands <sup>19</sup>	1958/59	18 776	3 901	20.8	366 421	169 351	46.2
Norway	1959/60	3 800	...	...	83 500	...	...
Poland	1959/60	11 684	...	...	214 283	...	...
Portugal	1959/60	...	...	...	90 236	46 263	51.3
Rumania <sup>20</sup>	1959/60	...	...	...	203 295	92 378	45.4
San Marino	1954/55	21	5	23.8	190	51	26.8
Spain	1958/59	...	...	...	421 346	163 740	38.9
Sweden	1958/59	13 806	6 037	43.7	206 344	113 300	54.9
Switzerland <sup>8</sup>	1956/57	5 825	1 054	18.1	125 957	57 450	45.6
United Kingdom							
England and Wales <sup>6</sup>	1957/58	126 843	56 205	44.3	2 654 806	1 281 964	48.3
Northern Ireland	1958/59	3 043	1 394	45.8	66 409	31 958	48.1
Scotland	1957/58	...	...	...	249 375	122 116	49.0
Yugoslavia	1957/58	28 423	...	...	758 968	...	...
OCEANIA							
Australia	1958	...	...	...	21 453 545	...	...
New Zealand <sup>6</sup>	1958	6 017	2 078	34.5	100 123	48 512	48.5
U.S.S.R.							
U.S.S.R.	1958/59	...	...	...	3 33 351 000	...	...

Source. — Despite the fact that these figures were taken from official sources, they may sometimes differ slightly from the figures supplied by the Ministries of Education in their reports on educational progress presented to the XXIIIrd International Conference on Public Education.

\* Estimated or provisional.

... Data not available.

— Nil or negligible.

<sup>1</sup> Including teacher training.

<sup>2</sup> All levels.

<sup>3</sup> Including primary education.

<sup>4</sup> Including commercial education.

<sup>5</sup> Not including \*3 500 boys in private religious schools.

<sup>6</sup> Including vocational education.

<sup>7</sup> Data as at March 1958; enrolment in private schools refers to 15 institutions only out of a total of 32.

<sup>8</sup> Public schools only.

<sup>9</sup> Not including girls' schools.

<sup>10</sup> Data given by type of school, not by level of education.

<sup>11</sup> Public and aided private schools only.

<sup>12</sup> Not including evening schools.

<sup>13</sup> Hebrew education only.

<sup>14</sup> Including private vocational schools which had an enrolment of 7 725 in 1955/56.

<sup>15</sup> French schools only.

<sup>16</sup> Increase since 1956/57 due to reorganization of school system.

<sup>17</sup> Including evening schools.

<sup>18</sup> Recognized schools only.

<sup>19</sup> Not including junior seminaries.

<sup>20</sup> Including evening and correspondence courses.

<sup>21</sup> Not including secondary classes in other institutions.



Dominican Republic	1958	246	85	34.6	308	1 242	66.7	40	10	25.0	154	69	44.8
El Salvador	1958	...	...	...	2 902	1 410	48.6	25	1	4.0	63	22	34.9
Guatemala	1959	66	27	40.9	195	87	44.6	...	...	...	...	...	...
Haiti <sup>3</sup>	1957/58	...	...	...	2 986	2 043	68.4	...	...	...	...	...	...
Honduras	1957	...	...	...	<sup>4</sup> 41 497	<sup>4</sup> 25 372	<sup>4</sup> 61.1	...	...	...	...	...	...
Mexico	1958	...	...	...	957	699	73.0	...	...	...	...	...	...
Nicaragua	1958/59	...	...	...	1 897	1 498	79.0	...	...	...	...	...	...
Panama	1957/58	102	58	56.9	...	...	...	...	...	...	...	...	...
United States of America	1958/59	...	...	...	...	...	...	...	...	...	332 661	161 933	50.2

# AMERICA, SOUTH

Argentina	1959	13 400	10 763	80.3	115 712	102 564	88.6	1 336	595	44.5	6 956	5 710	82.1
Bolivia	1956	...	...	...	<sup>17</sup> 35	21	60.0	...	...	...	...	...	...
Brazil	1959	12 301	8 239	67.0	81 526	74 798	91.7	...	...	...	<sup>5</sup> 3 897	<sup>5</sup> 2 977	<sup>5</sup> 76.4
Chile	1957	...	...	...	7 116	3 864	54.3	...	...	...	<sup>5</sup> 4 386	<sup>5</sup> 2 862	<sup>5</sup> 62.2
Colombia	1958	2 186	1 249	57.1	19 108	14 722	77.0	...	...	...	782	430	55.0
Ecuador	1957	389	166	42.7	5 400	3 014	55.8	...	...	...	...	...	...
Paraguay	1959	<sup>4</sup> 810	<sup>4</sup> 624	<sup>4</sup> 77.0	<sup>4</sup> 7 108	<sup>4</sup> 5 992	<sup>4</sup> 84.3	...	...	...	<sup>5</sup> 1 435	<sup>5</sup> 683	<sup>5</sup> 47.6
Peru	1957	348	152	43.7	2 570	1 406	54.7	...	...	...	103	...	...
Surinam	1958/59	...	...	...	<sup>4</sup> 1 145	<sup>4</sup> 720	<sup>4</sup> 62.9	...	...	...	1 824	...	...
Uruguay <sup>2</sup>	1957	686	...	...	2 238	...	...	...	...	...	...	...	...
Venezuela	1959/60	1 649	...	...	25 546	...	...	162	...	...	...	...	...

# ASIA

Afghanistan	1954	43	—	0.0	801	—	0.0	—	—	...	—	—	...
Bahrain	1959/60	...	...	...	86	—	0.0	—	—	...	—	—	...
Cambodia	1957/58	...	...	...	2 007	139	6.9	...	...	...	...	...	...
Ceylon	1958	...	...	...	4 051	1 671	41.2	...	...	...	...	...	...
China	1955/56	11 229	...	...	218 991	...	...	8 392	...	...	61 212	...	...
People's Republic of	1959/60	...	...	...	7 244	3 389	46.8	...	...	...	4 008	...	...
Republic of China (Taiwan)	1957/58	6 476	...	...	77 040	...	...	...	...	...	8 18 681	...	...
India	1957/58	11 579	2 855	24.7	157 721	48 472	30.7	856	84	9.8	4 224	...	...
Indonesia <sup>9</sup>	1956/60	...	...	...	4 214	411	9.8	...	...	...	<sup>10</sup> 831	<sup>10</sup> 147	<sup>10</sup> 17.7
Iran	1956/59	335	114	34.0	11 050	3 050	27.6	...	...	...	<sup>10</sup> 1 539	2 254	88.7
Iraq	1958/59	<sup>4</sup> 770	...	...	3 537	2 863	80.9	...	...	...	69 681	24 865	35.7
Israel	1958/59	...	...	...	...	...	...	...	...	...	297	102	34.3
Japan	1957/58	...	...	...	...	...	...	32	10	...	7 810	3 263	41.8
Jordan	1958	...	...	...	11 808	...	...	...	...	...	...	...	...
Korea, Republic of	1958	...	...	...	57	57	100.0	...	...	...	...	...	...
Kuwait	1958	...	...	...	...	...	...	...	...	...	...	...	...
Laos	1958	15	7	46.7	255	65	25.5	...	...	...	...	...	...







TEACHER TRAINING SCHOOLS AND COLLEGES. NUMBER OF TEACHERS AND STUDENTS

(continued)

[illegible]



	1957/58	46	28	60.9	520	340	65.4	116	62	53.4	1 209	861	71.2
Ireland	1957/58	11 223	7 546	67.2	111 777	97 369	87.1	330	30	9.1	14 12 972	14 8 715	14 67.2
Italy	1957/58	...	...	...	105	56	53.3	—	—	—	—	—	—
Luxembourg	1959/60	...	...	...	5 501	...	...	15 1 978	15 410	15 20.7	15 21 163	15 9 814	15 46.4
Netherlands	1959/60	...	...	...	3 930	...	...	10 185	...	...	10 1 252	10 9 43	10 75.3
Norway <sup>9</sup>	1959/60	555	...	...	...	...	...	...	...	...	11 16 4 488	...	...
Poland	1957/58	...	...	...	61 681	49 868	80.8	...	...	...	10 171	10 73	10 42.7
Portugal	1959/60	...	...	...	3 652	3 010	82.4	...	...	...	1 792	...	...
Rumania	1959/60	...	...	...	6 764	...	...	...	...	...	...	...	...
Spain <sup>9</sup>	1958/59	2 438	...	...	36 581	21 067	57.6	...	...	...	...	...	...
Sweden	1959/60	...	...	...	*3 800	...	...	...	...	...	* 510	...	...
United Kingdom													
England and Wales	1957/58	—	—	...	—	—	...	2 491	1 683	67.6	27 289	21 127	77.4
Northern Ireland	1958/59	—	—	...	—	—	...	...	...	...	1 537	979	63.7
Scotland <sup>9</sup>	1957/58	—	—	...	—	—	...	257	143	55.6	4 024	3 277	81.4
Yugoslavia	1957/58	1 345	627	46.6	21 638	14 500	67.0	428	107	25.0	8 222	3 520	42.8
OCEANIA													
Australia	1958	—	—	...	—	—	...	...	...	...	11 700	7 270	62.1
New Zealand	1958	—	—	...	—	—	...	...	...	...	4 221	2 871	68.0
U.S.S.R.													
U.S.S.R.	1954	...	...	...	13 234 562	...	...	...	...	...	554 408	...	...

Source. — Despite the fact that these figures were taken from official sources, they may sometimes differ slightly from the figures supplied by the Ministries of Education in their reports on educational progress presented to the XXIIIrd International Conference on Public Education.

\* Estimated or provisional.

† Revised figures.

... Data not available.

— Nil or negligible.

. Not applicable.

<sup>1</sup> Not including public teacher training courses.

<sup>2</sup> Data referring to Maryland College of Our Lady of Fatima for 1956/57.

<sup>3</sup> As at March 1958.

<sup>4</sup> Including higher teacher training.

<sup>5</sup> 1958.

<sup>6</sup> Decrease due to elimination of emergency training schemes.

<sup>7</sup> Enrolment by type of school, not by level of education.

<sup>8</sup> Public and aided schools only.

<sup>9</sup> Public schools only.

<sup>10</sup> 1957/58.

<sup>11</sup> 1959/60.

<sup>12</sup> Not including post graduate teacher training (3 840 [F 1 277] students in Federal Republic and 395 [F 166] in West Berlin).

<sup>13</sup> Including evening and correspondence courses.

<sup>14</sup> Regular students only; including teacher training faculties.

<sup>15</sup> Schools training teachers of primary schools only.

<sup>16</sup> Including evening courses, not including correspondence courses.

<sup>17</sup> Private schools only. Data on public teacher training are included with those on vocational education.



# IV. SECONDARY VOCATIONAL EDUCATION NUMBER OF TEACHERS AND PUPILS

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

Country	School Year	Teachers			Pupils		
		Total	Female	% F	Total	Female	% F
AFRICA							
Cameroon	1959/60	...	...	...	4 359	1 136	26.1
Central African Republic	1957/58	29	...	...	436	237	54.4
Congo (Leopoldville)	1957/58	...	...	...	28 278	...	...
Congo (Brazzaville)	1957/58	...	...	...	1 284	455	35.4
Dahomey	1957/58	...	...	...	561	202	36.0
Ethiopia	1958/59	<sup>1</sup> 4 723	<sup>1</sup> 644	<sup>1</sup> 13.6	2 544	<sup>2</sup> 960	<sup>2</sup> 26.3
Gabon	1957/58	...	...	...	131	—	—
Ghana	1959	219	19	8.7	<sup>3</sup> 4 563	<sup>3</sup> 725	15.9
Guinea	1957/58	...	...	...	675	133	19.7
Ivory Coast	1957/58	...	...	...	794	114	14.4
Liberia	1957/58	60	8	13.3	460	70	15.2
Libya	1959/60	125	—	0.0	856	—	0.0
Madagascar	1959/60	...	...	...	6 174	1 177	19.1
Mali	1957/58	...	...	...	959	47	4.9
Morocco	1959/60	...	...	...	17 692	4 588	25.9
Senegal	1957/58	...	...	...	1 036	450	43.4
Somalia							
Former British Somaliland	1958	6	—	0.0	71	—	0.0
Former Italian Somaliland	1958/59	91	14	15.4	964	...	...
Sudan	1959/60	155	—	0.0	2 041	—	0.0
Tchad	1959/60	...	...	...	353	...	...
Togo	1957/58	...	...	...	543	120	22.1
Tunisia	1957/58	...	...	...	12 816	4 724	36.9
Union of South Africa <sup>4</sup>	1957	...	...	...	21 469	...	...
United Arab Republic							
Egypt	1958/59	6 020	930	15.4	83 368	17 692	21.2
Syria	1959/60	438	...	...	5 636	...	...
Upper Volta	1959/60	29	11	37.9	506	235	46.4
AMERICA, NORTH							
Canada <sup>5</sup>	1957/58	* 29 558	...	...	621 427	315 856	50.8
Costa Rica	1959	238	71	29.8	5 935	2 949	49.7
Cuba <sup>6</sup>	1956/57	1 896	671	35.4	19 705	8 108	41.1
Dominican Republic	1956	...	...	...	10 116	6 073	60.0
El Salvador	1958	793	268	33.8	10 518	5 138	48.8
Guatemala	1959	1 295	465	35.9	11 215	5 583	49.8
Haiti <sup>7</sup>	1957/58	...	...	...	4 048	1 243	30.7
Honduras	1957	...	...	...	<sup>8</sup> 6 287	<sup>8</sup> 2 958	<sup>8</sup> 47.0
Mexico	1956	7 386	...	...	71 568	34 709	48.5
Panama	1958/59	305	185	60.7	7 046	4 430	62.9
Puerto Rico	1955/56	...	...	...	92 347	...	...
United States of America <sup>5 6</sup>	1958/59	490 754	...	...	10 679 178	...	...
AMERICA, SOUTH							
Argentina	1959	34 327	16 276	47.2	270 375	114 018	42.2
Bolivia <sup>9</sup>	1956	<sup>5</sup> * 2 700	...	...	9 657	5 030	52.1
Brazil <sup>10</sup>	1959	* 21 352	* 5 566	* 26.1	* 199 985	* 57 087	* 28.5
Chile	1957	...	...	...	53 818	27 568	51.2



# SECONDARY VOCATIONAL EDUCATION NUMBER OF TEACHERS AND PUPILS

(continued)

Country	School Year	Teachers			Pupils		
		Total	Female	% F	Total	Female	% F
Colombia	1958	5 435	2 380	43.8	75 770	42 123	55.6
Ecuador	1957/58	1 151	562	48.8	14 971	10 274	68.6
Paraguay	1959	...	...	...	12 128	* 7 686	63.4
Peru <sup>10</sup>	1958	3 806	...	...	34 410	...	...
Surinam	1957/58	21	—	0.0	429	—	0.0
Uruguay	1957	...	...	...	<sup>6</sup> 17 140	...	...
Venezuela	1959/60	1 861	...	...	33 456	...	...
ASIA							
Afghanistan	1959	...	...	...	4 427	—	0.0
Bahrain	1959/60	...	...	...	171	—	0.0
Cambodia	1957/58	...	...	...	858	...	...
Ceylon	1954	97	31	32.0	2 024	914	45.2
China					<sup>5</sup> 3 899 626	...	...
People's Republic of	1955/56	...	...	...	77 800	21 342	27.4
Republic of China (Taiwan)	1959/60	6 419	978	15.2	* 288 256	...	...
India	1957/58	* 19 146	...	...	135 965	31 072	22.9
Indonesia <sup>11</sup>	1957/58	11 316	1 997	17.6	8 997	1 972	11.9
Iran	1959/60	...	...	...	7 382	...	...
Iraq	1959/60	505	...	...	13 888	3 809	27.4
Israel	1958/59	1 148	...	...	991 477	398 150	40.2
Japan	1958/59	...	...	...	846	—	0.0
Jordan <sup>12</sup>	1957/58	90	—	0.0	117 723	...	...
Korea, Republic of	1959	...	...	...	186	—	0.0
Kuwait	1958	<sup>9</sup> 79	—	0.0	2 147	418	19.5
Laos <sup>5</sup>	1958/59	107	...	...	756	374	49.5
Lebanon <sup>6</sup>	1956/57	96	...	...	10 413	4 208	40.4
Malaya, Federation of	1957	...	...	...	112	—	0.0
Nepal	1954	15	—	0.0	11 381	2 690	23.6
Pakistan	1958	...	...	...	105 689	...	...
Philippines	1958/59	...	...	...	1 081	...	...
Saudi Arabia	1959	146	...	...	90 380	...	...
Thailand	1959	4 790	...	...	84 842	19 227	22.7
Turkey	1957/58	6 333	2 170	34.3	<sup>6</sup> 1 687	...	...
Union of Burma	1958/59	...	...	...	8 391	...	...
Vietnam, Republic of	1959/60	444	...	...	1 252	...	...
Yemen	1956	210	...	...	...	...	...
EUROPE							
Albania	1958/59	389	...	...	6 842	...	...
Austria	1958/59	8 100	...	...	194 370	72 090	37.1
Belgium	1957/58	...	...	...	<sup>13</sup> 283 053	<sup>13</sup> 116 968	<sup>13</sup> 41.3
Bulgaria	1958/59	3 188	...	...	60 574	...	...
Czechoslovakia	1958/59	8 995	...	...	129 243	58 862	45.5
Denmark	1958/59	...	...	...	<sup>13</sup> 73 129	<sup>13</sup> 30 207	<sup>13</sup> 41.3
Finland <sup>14</sup>	1958/59	4 693	...	...	48 797	...	...
France <sup>6</sup>	1958/59	...	...	...	324 139	114 749	35.4
Germany					47 204	16 577	35.1
Democratic Republic of	1958/59	6 002	...	...	2 208 514	1 018 698	46.1
Federal Republic of	1958/59	35 760	...	...	88 970	43 981	49.4
West Berlin	1958/59	1 921	...	...	...	...	...



# SECONDARY VOCATIONAL EDUCATION NUMBER OF TEACHERS AND PUPILS

(continued)

Country	School Year	Teachers			Pupils		
		Total	Female	% F	Total	Female	% F
Greece	1956/57	3 603	831	23.1	52 649	13 880	26.4
Hungary	1958/59	...	...	...	62 697	...	...
Iceland	1955	16 265	...	...	2 642	...	...
Ireland	1957/58	...	...	...	23 987	11 237	46.8
Italy	1957/58	65 348	33 080	50.6	852 431	274 591	32.2
Luxembourg	1959/60	...	...	...	3 621	...	...
Monaco	1959/60	...	...	...	140	...	...
Netherlands	1959/60	...	...	...	224 200	100 089	44.6
Norway <sup>6</sup>	1957/58	7 203	...	...	51 319	20 283	39.5
Poland	1959/60	...	...	...	9 472 690	...	...
Portugal	1959/60	...	...	...	81 139	22 825	28.1
Rumania	1959/60	9 436	...	...	15 148 865	...	...
Spain	1958/59	8 684	...	...	187 569	45 243	24.1
Sweden	1959/60	...	...	...	13 153 326	...	...
Switzerland	1956/57	...	...	...	27 336	...	...
United Kingdom							
England and Wales <sup>5</sup>	1957/58	126 843	56 205	44.3	2 654 806	1 281 964	48.3
Northern Ireland	1958/59	...	...	...	5 459	916	16.8
Yugoslavia	1957/58	9 433	...	...	208 866	62 624	30.0
OCEANIA							
Australia <sup>6</sup>	1957	* 8 700	...	...	* 64 210	* 1 280	* 2.0
New Zealand <sup>5</sup>	1958	6 017	2 078	34.5	100 123	48 512	48.5
U.S.S.R.							
U.S.S.R.	1958/59	...	...	...	17 1 875 700	...	...

Source. — Despite the fact that these figures were taken from official sources, they may some times differ slightly from the figures supplied by the Ministries of Education in their reports on educational progress presented to the XXIIIrd International Conference on Public Education.

\* Estimated or provisional.

† Revised data.

... Data not available.

— Nil or negligible.

<sup>1</sup> All levels.

<sup>2</sup> Including enrolment of girls in secondary teacher training.

<sup>3</sup> Including 1 153 (F 85) part-time students.

<sup>4</sup> Not including agricultural schools.

<sup>5</sup> Including general secondary education.

<sup>6</sup> Public schools only.

<sup>7</sup> Data as at March 1958.

<sup>8</sup> Commercial schools only.

<sup>9</sup> Including teacher training.

<sup>10</sup> Commercial, industrial and agricultural schools only.

<sup>11</sup> Public and aided schools only.

<sup>12</sup> Not including commercial courses nor agricultural schools under the supervision of the Ministry of Agriculture.

<sup>13</sup> Including part-time students.

<sup>14</sup> Not including nursing and midwifery schools nor schools of dramatics.

<sup>15</sup> Including evening and correspondence courses.

<sup>16</sup> Including auxiliary teachers.

<sup>17</sup> Including secondary teacher training and \*750 000 students enrolled in evening and correspondence courses.



V. UNIVERSITY AND HIGHER EDUCATION INSTITUTIONS  
(EXCLUDING TEACHER TRAINING COLLEGES)  
NUMBER OF TEACHERS AND STUDENTS

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

Country	School year	Teachers			Students		
		Total	Female	% F	Total	Female	% F
AFRICA							
Congo (Leopoldville)	1959/60	...	...	...	546	67	12.3
Ethiopia	1958/59	...	...	...	689	<sup>1</sup> 44	<sup>1</sup> 5.8
Ghana	1959	224	14	6.3	1 051	39	3.7
Liberia	1957/58	60	15	25.0	399	97	24.3
Libya	1959/60	67	...	...	571	...	...
Madagascar	1959/60	...	...	...	312	43	13.8
Morocco	1959/60	...	...	...	3 295	...	...
Senegal	1957/58	44	...	...	1 069	178	16.7
Somalia							
Former Italian Somaliland	1957/58	8	—	—	246	—	—
Sudan	1959/60	260	—	—	2 704	* 127	* 4.7
Tunisia	1958/59	...	...	...	2 500	...	...
Union of South Africa	1958	...	...	...	<sup>2</sup> 38 265	<sup>2</sup> 8 361	<sup>2</sup> 21.9
United Arab Republic							
Egypt	1958/59	...	...	...	<sup>2</sup> 3 83 251	<sup>2</sup> 3 12 079	<sup>2</sup> 3 14.5
Syria	1959/60	...	...	...	<sup>1</sup> 10 420	...	...
AMERICA, NORTH							
Canada	1959/60	...	...	...	102 000	23 600	23.1
Costa Rica	1959	296	52	17.6	3 420	1 191	34.8
Cuba <sup>1</sup>	1956/57	1 332	345	25.9	16 983	8 609	50.7
Dominican Republic	1957	...	...	...	4 034	965	23.9
El Salvador	1958	344	21	6.1	1 898	274	14.4
Guatemala	1955	...	...	...	3 244	...	...
Haiti	1957/58	211	...	...	989	92	9.3
Honduras	1957	186	6	3.2	1 185	142	12.0
Mexico	1958	...	...	...	82 627	13 636	16.5
Nicaragua	1958/59	...	...	...	955	98	10.3
Panama	1958/59	...	...	...	3 320	1 459	43.9
Puerto Rico	1958/59	...	...	...	21 352	9 479	44.4
United States of America	1958/59	...	...	...	3 042 200	1 049 363	34.5
AMERICA, SOUTH							
Argentina	1959	* 4 822	...	...	* 115 005	...	...
Brazil	1959	* 18 406	...	...	* 86 868	...	...
Chile	1958	...	...	...	14 498	4 783	33.0
Colombia	1958	3 643	298	8.2	19 141	3 766	19.7
Ecuador	1958/59	...	...	...	6 605	1 010	15.3
Paraguay	1959	...	...	...	2 982	...	...
Peru	1958	...	...	...	17 362	1 841	10.6
Surinam	1958/59	...	...	...	135	12	8.9
Uruguay	1957	1 809	...	...	<sup>4</sup> 14 853	...	...
Venezuela	1959/60	2 431	...	...	21 292	...	...



UNIVERSITY AND HIGHER EDUCATION INSTITUTIONS  
(EXCLUDING TEACHER TRAINING COLLEGES)  
NUMBER OF TEACHERS AND STUDENTS

(continued)

Country	School Year	Teachers			Students		
		Total	Female	% F	Total	Female	% F
ASIA							
Afghanistan	1956	...	...	...	874	44	5.0
Cambodia	1958/59	...	...	...	696	87	12.5
Ceylon	1958	291	...	...	5 279	866	16.4
China							
People's Republic of	1955	42 066	...	...	* 393 000	...	...
Republic of China (Taiwan)	1958/59	2 034	...	...	24 636	4 470	18.1
India	1957/58	45 182	...	...	* 844 556	...	...
Indonesia <sup>5</sup>	1957/58	2 876	206	7.2	30 498	5 014	16.4
Iran	1959/60	...	...	...	18 085	2 900	16.0
Iraq	1959/60	665	...	...	12 115	...	...
Israel	1959/60	...	...	...	11 500	...	...
Japan	1958/59	...	...	...	566 551	90 269	15.9
Korea, Republic of	1959	3 858	...	...	81 651	...	...
Lebanon	1956/57	...	...	...	3 999	849	21.2
Malaya, Federation of	1958/59	...	...	...	<sup>6</sup> 4 139	<sup>6</sup> 748	<sup>6</sup> 18.1
Nepal	1954	86	2	2.3	915	42	4.6
Pakistan	1958	...	...	...	126 047	12 975	10.3
Philippines	1957/58	...	...	...	211 901	84 831	40.0
Thailand	1958	...	...	...	48 109	13 120	27.3
Turkey	1958	...	...	...	46 800	7 228	15.4
Union of Burma	1958	...	...	...	12 673	3 405	26.9
Vietnam, Republic of	1959	507	...	...	9 278	...	...
EUROPE							
Albania							
Austria	1958/59	...	...	...	1 943	342	17.6
Belgium	1959/60	3 751	404	10.8	33 354	7 817	23.4
Bulgaria	1958/59	...	...	...	37 026	6 930	18.7
Czechoslovakia	1958/59	3 347	...	...	33 205	13 084	39.4
Denmark	1958/59	1 533	...	...	48 805	* 13 500	* 27.7
Finland <sup>7</sup>	1958/59	1 868	...	...	14 182	3 187	22.5
France	1958/59	...	...	...	18 404	8 226	44.7
Germany					<sup>8</sup> 186 101	<sup>8</sup> 69 557	<sup>8</sup> 37.4
Democratic Republic of	1958/59	...	...	...	57 839	15 977	27.6
Federal Republic of	1958/59	...	...	...	173 320	35 439	20.4
West Berlin	1958/59	...	...	...	20 884	4 681	22.4
Greece	1958/59	...	...	...	20 948	...	...
Hungary	1958/59	...	...	...	<sup>9</sup> 29 862	...	...
Iceland	1955	69	...	...	750	163	21.7
Ireland	1958/59	...	...	...	<sup>8</sup> 9 229	<sup>8</sup> 2 273	<sup>8</sup> 24.6
Italy	1958/59	...	...	...	163 945	45 286	27.6
Luxembourg	1958/59	...	...	...	100	22	22.0
Netherlands <sup>10</sup>	1958/59	...	...	...	35 131	6 370	18.1
Norway	1958/59	...	...	...	7 549	1 519	20.1
Poland	1959/60	...	...	...	<sup>11</sup> 111 820	...	...



UNIVERSITY AND HIGHER EDUCATION INSTITUTIONS  
(EXCLUDING TEACHER TRAINING COLLEGES)  
NUMBER OF TEACHERS AND STUDENTS

(continued)

Country	School Year	Teachers			Students		
		Total	Female	% F	Total	Female	% F
Portugal	1958/59	...	...	...	20 851	5 845	28.0
Rumania	1959/60	...	...	...	<sup>9</sup> 61 416	...	...
Spain	1958/59	4 924	...	...	72 599	12 826	17.7
Sweden	1959/60	* 1 576	...	...	* 29 471	...	...
Switzerland	1959/60	2 329	...	...	19 903	3 263	16.4
United Kingdom							
England and Wales	1957/58	9 901	...	...	<sup>r</sup> 79 031	<sup>r</sup> 19 042	<sup>r</sup> 24.1
Northern Ireland <sup>8</sup>	1958/59	...	...	...	2 700	603	22.3
Scotland	1957/58	2 017	...	...	<sup>r</sup> 16 411	<sup>r</sup> 4 545	<sup>r</sup> 27.7
Yugoslavia	1958/59	...	...	...	88 317	25 664	29.1
OCEANIA							
Australia	1958	...	...	...	57 819	18 709	32.4
New Zealand	1958	...	...	...	12 881	3 071	23.8
U.S.S.R.							
U.S.S.R.	1958	...	...	...	<sup>19</sup> 2 178 900	...	...

Source. — Despite the fact that these figures were taken from official sources, they may sometimes differ slightly from the figures supplied by the Ministries of Education in their reports on educational progress presented to the XXIIIrd International Conference on Public Education.

\* Estimated or provisional.

<sup>r</sup> Revised figures.

... Data not available.

— Nil or negligible.

<sup>1</sup> Including higher teacher training.

<sup>2</sup> Including part-time and external students.

<sup>3</sup> Not including Al Azhar University.

<sup>4</sup> Not including the faculties of chemistry and pharmacy for which 1 953 (F 723) students were enrolled in 1956/57.

<sup>5</sup> Not including private faculties and 6 colleges.

<sup>6</sup> Including Singapore. Not including agricultural college (107 male students in 1957).

<sup>7</sup> Not including Academy of Music.

<sup>8</sup> Universities only.

<sup>9</sup> Including correspondence and evening courses.

<sup>10</sup> Degree granting institutions only.

<sup>11</sup> Including evening courses, but not including correspondence courses and external students.



## VI. STATISTICS OF PUBLIC EXPENDITURE ON EDUCATION

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

Country	Year	Currency	Public expenditure on education			Central or federal government budget for education	
			Total (millions)	Per inhabitant		Amount (millions)	Percentage of total budget
				In national currency	In U.S. Dollars		
Afghanistan	1959/60	Afghanis	<sup>1</sup> 260	20	1	260	...
Argentina	1959/60	Pesos	<sup>1</sup> 12 348	599	7	12 348	...
Australia	1959/60	Pounds	<sup>2</sup> * 120	*12	*27	...	...
Austria	1959	Schillings	<sup>1</sup> * 3 229	*459	*18	*3 229	*8.5
Bahrain	1956	Indian Rupees	<sup>3</sup> 5.3	43	9	...	...
Belgium	1958	Francs	<sup>3</sup> *21 000	*2 320	*46	*11 886	*10.0
Bolivia	1959	Bolivianos	*53 773	*16 216	*1.5	...	...
Brazil	1958	Cruzeiros	30 626	488	26	11 516	...
Bulgaria	1960	Leva	1 620	207	30	...	...
Cambodia	1959	Riels	<sup>1</sup> 708	146	4	708	22.5
Cameroon	1958	C.F.A. Francs	1 726	542	2.5	...	...
Canada	1957	Dollars	930	56	58	69	...
Central African Republic	1958	French Francs	881	759	1.8	...	...
Ceylon	1959	Rupees	<sup>1</sup> 246	26	5.5	246	...
Chile	1959	Pesos	<sup>3</sup> *80 537	*10 789	*10	...	...
China, Republic of (Taiwan)	1959/60	New Taiwan Yuan	1 265	124	3.5	156	...
Colombia	1958	Pesos	316	23	12	129	...
Congo (Brazzaville) <sup>4</sup>	1958	French Francs	1 254	1 608	4	...	...
Congo (Leopoldville) <sup>5</sup>	1958	Congolese Francs	2 111	156	3	...	...
Costa Rica	1959	Colones	*70	*62	11	*70	*20.6
Cuba	1959	Pesos	<sup>3</sup> *88	*13	*13	...	...
Czechoslovakia	1957	Crowns	<sup>r</sup> 5 097	382	53	...	...
Dahomey	1958	French Francs	1 696	983	2.5	...	...
Denmark	1957/58	Kroner	1 048	233	34	550	11.4
Dominican Republic	1957	Pesos	<sup>1</sup> 11.5	4	4	11.5	...
Ecuador	1960	Sucres	<sup>1</sup> 209	49	3	209	14.5
El Salvador	1959	Colones	<sup>3</sup> 30	12	5	...	...
Ethiopia	1959/60	Dollars	31	1.5	0.6	22.5	...
Finland	1960	Markkaa	<sup>1</sup> 53 900	*12 140	*38	*53 900	*17.3
France	1960	New Francs	<sup>1</sup> 7 265	160	32.5	7 265	12.4
Gabon	1958	French Francs	650	1 559	4	...	...
Germany							
Democratic Republic of	1958	Deutsche Marks	*2 812	*173	*78	*2 812	...
Federal Republic of	1957/58	Deutsche Marks	5 819	113	27	66	...
West Berlin	1957/58	Deutsche Marks	327	147	35	...	...
Ghana	1959/60	Pounds	<sup>3</sup> 6 *6.6	*1.3	*3.5	...	...
Greece	1957/58	Drachmas	<sup>1</sup> 1 126	139	5	1 126	6.7
Guatemala	1959	Quetzales	<sup>3</sup> *13	*4	*4	...	...
Guinea	1958	French Francs	2 164	825	2	...	...
Haiti	1958/59	Gourdes	<sup>3</sup> 19	5.5	1	...	...
Honduras	1958	Lempiras	<sup>3</sup> *13.5	*7	*3.5	...	...
Hungary	1960	Forints	<sup>7</sup> 4 237	425	18	...	...
Iceland	1959	Kronur	<sup>1</sup> 140	814	50	140	13.6
India	1959/60	Rupees	<sup>8</sup> *2 395	*6	*1.5	*485	*4.3
Indonesia	1959	Rupiahs	<sup>1</sup> *1 692	*19	*0.5	*1 692	*5.8
Iran	1959/60	Rials	<sup>3</sup> 6 033	299	4	...	...



## STATISTICS OF PUBLIC EXPENDITURE ON EDUCATION

(continued)

Country	Year	Currency	Public expenditure on education			Central or federal government budget for education	
			Total (millions)	Per inhabitant		Amount (millions)	Percentage of total budget
				In national currency	In U.S. Dollars		
Iraq	1959/60	Dinars	29	4	11	19	...
Ireland	1960/61	Pounds	19	6.7	19	17	...
Israel	1959/60	Pounds	<sup>1</sup> *92	*45	*25	*92	*6.9
Italy	1960/61	Lire	<sup>1</sup> *487 131	*9 891	*16	*487 131	...
Ivory Coast	1958	French francs	4 506	1 458	3.5	...	...
Japan	1958/59	Yen	481 814	5 251	15	159 000	...
Jordan	1959/60	Dinars	<sup>1</sup> *2.6	*1.6	*4.5	*2.6	*6.8
Korea, Republic of	1960	Hwan	<sup>3</sup> 63 438	2 589	4	...	...
Kuwait	1960	Indian Rupees	<sup>3</sup> 6 *150	*684	144*	...	...
Laos	1958/59	Kips	<sup>1</sup> 200	118	1.5	200	14.4
Lebanon	1960	Pounds	<sup>1</sup> 27	17	8	27	12.3
Liberia	1959/60	Dollars	2.1	1.6	1.6	...	...
Libya	1960	Pounds	3.3	2.8	8	...	...
Liechtenstein	1957	Swiss francs	0.9	60	14	0.9	...
Luxembourg	1960	Francs	321	988	20	321	...
Madagascar	1958	French francs	5 630	1 086	2.5	...	...
Malaya, Federation of	1959	Dollars	<sup>1</sup> *168	*25	*8	*168	*15.0
Mali	1958	French francs	2 759	746	2	...	...
Mauritania	1958	French francs	528	825	2	...	...
Mexico	1959	Pesos	<sup>1</sup> *1 483	*45	*3.5	*1 483	*17.4
Monaco	1960	New French fr.	2.4	100	20	2.4	...
Morocco	1959/60	Dirhams	303	29	6	...	...
Netherlands	1960	Guilders	<sup>1</sup> *1 414	*123	*32	*1 414	*16.1
New Zealand	1958/59	Pounds	<sup>1</sup> 36	16	44	36	...
Nicaragua	1959	Cordobas	<sup>3</sup> *35	*25	*3.5	...	...
Niger	1957	C.F.A. Francs	369	158	0.8	...	...
Norway	1957/58	Kroner	1 028	292	41	216	...
Pakistan	1959/60	Rupees	<sup>8</sup> 259	3	0.6	...	...
Panama	1959	Balboas	<sup>1</sup> *14	*14	*14	*14	*12.0
Paraguay	1959	Guaranis	<sup>3</sup> *414	*241	*2	...	...
Peru	1959	Soles	<sup>3</sup> *1 153	*110	*4	...	...
Philippines	1959/60	Pesos	<sup>1</sup> *308	*12	*6	*308	*25.6
Poland	1957	Zlotys	<sup>r</sup> 12 781	452	<sup>r</sup> 19	...	...
Portugal	1960	Escudos	<sup>1</sup> *1 853	*203	*7	*1 853	...
Rumania	1959	Lei	<sup>9</sup> 3 043	167	28	3 043	...
Saudi Arabia	1959/60	Riyals	<sup>3</sup> 122	20	5.5	...	...
Senegal	1958	French francs	3 977	1 729	4	...	...
Sierra Leone	1959/60	Pounds	2.1	0.9	2.5	1.6	...
Singapore	1958	Malayan dollars	69	46	15	...	...
Somalia							
Former Brit. Somaliland	1958	Pounds Sterling	0.3	0.4	1	...	...
Former Ital. Somaliland	1957	Somalos	9.4	7	1	...	...
Spain	1960/61	Pesetas	<sup>3</sup> 5 619	187	3	...	...
Sudan	1959/60	Pounds	9	0.8	2	9	...
Sweden	1959/60	Kronor	<sup>1</sup> 1 712	230	44	1 712	13.6
Switzerland	1958	Francs	<sup>6</sup> 875	169	39	73	3.5



## STATISTICS OF PUBLIC EXPENDITURE ON EDUCATION

(continued)

Country	Year	Currency	Public expenditure on education			Central or federal government budget for education	
			Total (millions)	Per inhabitant		Amount (millions)	Percentage of total budget
				In national currency	In U.S. Dollars		
Tchad	1958	French Francs	866	333	0.8	...	...
Thailand	1959	Baht	<sup>1</sup> 1 331	61	3	1 331	...
Togo	1958	C.F.A. Francs	509	463	2	...	...
Tunisia	1960	Dinars	<sup>1</sup> 6 10	2.5	6	10	...
Turkey	1958/59	Pounds	<sup>1</sup> 739	28	10	739	11.0
Union of Burma	1958/59	Kyats	*158	*8	*2	*133	*9.8
Union of South Africa	1957/58	Pounds	<sup>10</sup> 51	3.5	10	...	...
U.S.S.R.	1960	Roubles	<sup>9</sup> 102 000	480	120	102 000	...
United Arab Republic							
Egypt	1959/60	Pounds	<sup>1</sup> 41	1.6	5	41	13.0
Syria	1959/60	Pounds	<sup>1</sup> 72	17	8	72	...
United Kingdom							
England and Wales	1957/58	Pounds	<sup>r</sup> 576	<sup>r</sup> 13	<sup>r</sup> 36	420	...
Northern Ireland	1958/59	Pounds	17	12	34	...	...
Scotland	1957/58	Pounds	<sup>r</sup> 98	<sup>r</sup> 19	<sup>r</sup> 53	56	...
United States of America	1957/58	Dollars	15 700	92	92	...	...
Republic of the Upper Volta	1959	C.F.A. Francs	*1 149	*287	*1.5	...	...
Uruguay	1959	Pesos	<sup>3</sup> *169	*62	*6	...	...
Venezuela	1959/60	Bolivares	762	117	35	640	...
Vietnam, Republic of	1959/60	Piastres	<sup>1</sup> 846	61	2	846	...
Yugoslavia	1958	Dinars	*56 000	*3 079	*10	...	...

*Source.* — Despite the fact that these figures were taken from official sources, they may differ slightly from the figures supplied by the Ministries of Education in their reports on educational progress presented to the XXIIIrd International Conference on Public Education.

*Exchange Rates.* — Expenditure per inhabitant in U.S. dollars has been calculated on the basis of latest available information regarding official exchange rates. In many instances such rates have changed considerably in recent years. These figures should be regarded only as approximate indications.

\* Estimated or provisional.

<sup>r</sup> Revised figures.

... Data not available.

<sup>1</sup> Expenditure by central or federal government only.

<sup>2</sup> Estimated expenditure by State governments from Consolidated Revenue Funds.

<sup>3</sup> Expenditure by Ministry of Education only.

<sup>4</sup> Formerly part of French Equatorial Africa.

<sup>5</sup> Former Belgian Congo.

<sup>6</sup> Recurring expenditure only.

<sup>7</sup> Budget of the Ministry of Education and Municipal Councils only.

<sup>8</sup> Education budget of the central and provincial governments only.

<sup>9</sup> Allocation of the State budget for education.

<sup>10</sup> Includes recurring expenditure of the Provincial governments (42 million pounds) and of the Union Government for Bantu education (9 million pounds).



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81. Le Bureau international d'Education en 1942-1943 . . . . .	Fr. 2.—	*122. L'enseignement des travaux manuels dans les écoles secondaires. . . . .	Fr. 4.—
82. The International Bureau of Education in 1942-1943 . . . . .	Fr. 2.—	*123. The Teaching of Handicrafts in Secondary Schools . . . . .	Out of print
83. Le Bureau international d'Education et la reconstruction éducative d'après-guerre . . . . .	Out of print	*124* Conférences internationales de l'Instruction publique. Recueil de Recommandations, 1934-1950 . . . . .	Fr. 3.—
84. The International Bureau of Education and Post-War Educational Reconstruction . . . . .	Fr. 1.—	*125. International Conferences on Public Education. Collected Recommendations, 1934-1950 . . . . .	Fr. 3.—
85. Recueil des recommandations formulées par les Conférences internationales de l'Instruction publique . . . . .	Out of print	*126. XIII <sup>e</sup> Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations . . . . .	Fr. 3.—
86. Recommendations of the International Conferences on Public Education . . . . .	Fr. 3.—	*127. XIIIth International Conference on Public Education. Proceedings and Recommendations . . . . .	Fr. 3.—
87. L'Instruction publique en Hongrie. J. Somogyi . . . . .	Fr. 5.—	*128. Canteens and vestiaires scolaires . . . . .	Fr. 3.—
88. Reconstruction éducative. Livre blanc anglais sur la réforme scolaire. Board of Education . . . . .	Fr. 2.—	*129. School Meals and Clothing . . . . .	Fr. 3.—
89. Le Bureau international d'Education en 1943-1944 . . . . .	Fr. 2.—	*130. Annuaire international de l'Education et de l'Enseignement 1950 . . . . .	Fr. 8.—
90. The International Bureau of Education in 1943-1944 . . . . .	Fr. 2.—	*131. International Yearbook of Education 1950 . . . . .	Fr. 8.—
91. L'enseignement de l'hygiène dans les écoles primaires et secondaires . . . . .	Out of print	*132. La scolarité obligatoire et sa prolongation. . . . .	Fr. 5.—
92. L'égalité d'accès à l'enseignement du second degré . . . . .	Fr. 5.—	*133. Compulsory Education and its Prolongation . . . . .	Fr. 5.—
93. IX <sup>e</sup> Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations . . . . .	Out of print	*134. XIV <sup>e</sup> Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations . . . . .	Fr. 4.—
94. Annuaire international de l'Education et de l'Enseignement 1946 (bound Fr. 12.—) . . . . .	Fr. 10.—	*135. XIVth International Conference on Public Education. Proceedings and Recommendations . . . . .	Fr. 4.—
95. The Teaching of Hygiene in Primary and Secondary Schools . . . . .	Fr. 2.—	*136. Annuaire international de l'Education et de l'Enseignement 1951 . . . . .	Fr. 8.—
96. Equality of Opportunity for Secondary Education . . . . .	Fr. 2.—	*137. International Yearbook of Education 1951 . . . . .	Fr. 8.—
97. La gratuité du matériel scolaire . . . . .	Fr. 7.—	*138. L'enseignement des sciences naturelles dans les écoles secondaires. . . . .	Fr. 5.—
98. L'éducation physique dans l'enseignement secondaire . . . . .	Fr. 7.—	*139. Teaching of Natural Science in Secondary Schools . . . . .	Out of print
99. X <sup>e</sup> Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations . . . . .	Out of print	*140. L'accès des femmes à l'éducation . . . . .	Fr. 5.—
100. Xth International Conference on Public Education. Proceedings and Recommendations . . . . .	Fr. 5.—	*141. Access of Women to Education . . . . .	Out of print
101. Annuaire international de l'Education et de l'Enseignement 1947 . . . . .	Fr. 15.—	*142. XV <sup>e</sup> Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations . . . . .	Fr. 4.—
*102. L'enseignement de l'écriture . . . . .	Fr. 5.—	*143. XVth International Conference on Public Education. Proceedings and Recommendations . . . . .	Fr. 4.—
*103. The Teaching of Handwriting . . . . .	Fr. 5.—	*144. Annuaire international de l'Education et de l'Enseignement 1952 . . . . .	Fr. 8.—
*104. Les psychologues scolaires . . . . .	Fr. 5.—	*145. International Yearbook of Education 1952 . . . . .	Fr. 8.—
*105. School Psychologists . . . . .	Fr. 5.—	*146. La rétribution du personnel enseignant primaire (deuxième édition) . . . . .	Fr. 7.—
*106. XI <sup>e</sup> Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations . . . . .	Fr. 5.—	*147. Primary Teachers' Salaries . . . . .	Fr. 7.—
*107. XIth International Conference on Public Education. Proceedings and Recommendations . . . . .	Fr. 5.—	*148. La formation du personnel enseignant primaire (deuxième partie) . . . . .	Fr. 3.—
*108. Annuaire international de l'Education et de l'Enseignement 1948 . . . . .	Fr. 15.—	*149. Primary Teacher Training (second part) . . . . .	Fr. 3.—
*109. International Yearbook of Education 1948 . . . . .	Fr. 15.—	*150. XVI <sup>e</sup> Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations . . . . .	Fr. 4.—
*110. L'initiation aux sciences naturelles à l'école primaire . . . . .	Fr. 6.—	*151. XVIIth International Conference on Public Education. Proceedings and Recommendations . . . . .	Fr. 4.—
*111. Introduction to Natural Science in Primary Schools . . . . .	Fr. 6.—	*152. Annuaire international de l'Education 1953 . . . . .	Fr. 9.—
*112. L'enseignement de la lecture . . . . .	Fr. 6.—	*153. International Yearbook of Education 1953 . . . . .	Fr. 9.—
*113. The Teaching of Reading . . . . .	Fr. 6.—	*154. La formation professionnelle du personnel enseignant secondaire (deuxième édition) . . . . .	Fr. 6.—
*114. XII <sup>e</sup> Conférence internationale de l'Instruction publique. Procès-verbaux et recommandations . . . . .	Fr. 3.—	*155. Secondary Teacher Training . . . . .	Fr. 6.—
*115. XIIth International Conference on Public Education. Proceedings and Recommendations . . . . .	Fr. 3.—	*156. La rétribution du personnel enseignant secondaire (deuxième édition) . . . . .	Fr. 7.—
*116. La formation professionnelle du personnel enseignant primaire (deuxième édition) . . . . .	Fr. 8.—	*157. Secondary Teachers' Salaries . . . . .	Fr. 7.—
*117. Primary Teacher Training . . . . .	Fr. 8.—	*158. XVII <sup>e</sup> Conférence internationale de l'Instruction publique 1954 . . . . .	Fr. 4.—
*118. Annuaire international de l'Education et de l'Enseignement 1949 . . . . .	Fr. 10.—	*159. XVIIth International Conference on Public Education 1954 . . . . .	Fr. 4.—
*119. International Yearbook of Education 1949 . . . . .	Fr. 10.—	*160. Annuaire international de l'Education 1954 . . . . .	Fr. 10.—
*120. L'initiation mathématique à l'école primaire . . . . .	Fr. 6.—	*161. International Yearbook of Education 1954 . . . . .	Fr. 10.—
*121. Introduction to Mathematics in Primary Schools . . . . .	Fr. 6.—	*162. Le financement de l'éducation . . . . .	Fr. 7.—
		*163. Financing of Education . . . . .	Fr. 7.—
		*164. L'enseignement des arts plastiques dans les écoles primaires et secondaires . . . . .	Fr. 7.—



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*165. Teaching of Art in Primary and Secondary Schools . . . . .	Out of print	197. Bibliographie pédagogique annuelle du Bureau international d'Education, 1957 . . . . .	Fr. 5.—
*166. XVIII <sup>e</sup> Conférence internationale de l'instruction publique 1955 . . . . .	Fr. 4.—	198. Annual Educational Bibliography of the International Bureau of Education, 1957 . . . . .	Fr. 5.—
*167. XVIIIth International Conference on Public Education 1955 . . . . .	Fr. 4.—	199. Recommandations. Conférences internationales de l'instruction publique 1934-1958 . . . . .	Fr. 7.—
*168. Annuaire international de l'Education 1955 . . . . .	Fr. 12.—	200. Recommendations. International Conferences on Public Education 1934-1958 . . . . .	Fr. 7.—
*169. International Yearbook of Education 1955 . . . . .	Fr. 12.—	*201. Annuaire international de l'Education 1958 . . . . .	Fr. 15.—
170. Didactique de l'initiation mathématique à l'école primaire . . . . .	Fr. 6.—	*202. International Yearbook of Education 1958 . . . . .	Fr. 15.—
*171. L'enseignement des mathématiques dans les écoles secondaires . . . . .	Fr. 8.—	*203. Les manuels de l'enseignement primaire . . . . .	Fr. 8.—
*172. Teaching of Mathematics in Secondary Schools . . . . .	Fr. 8.—	*204. Primary School Textbooks . . . . .	Fr. 8.—
*173. L'inspection de l'enseignement . . . . .	Fr. 10.—	*205. La formation des cadres techniques et scientifiques . . . . .	Fr. 10.—
*174. School Inspection . . . . .	Fr. 10.—	*206. Training of Technical and Scientific Staff. . . . .	Fr. 10.—
*175. XIX <sup>e</sup> Conférence internationale de l'instruction publique 1956 . . . . .	Out of print	*207. XXII <sup>e</sup> Conférence internationale de l'instruction publique 1959 . . . . .	Fr. 6.—
*176. XIXth International Conference on Public Education 1956 . . . . .	Fr. 5.—	*208. XXII <sup>nd</sup> International Conference on Public Education . . . . .	Fr. 6.—
177. Bibliographie pédagogique annuelle du Bureau international d'Education, 1955 . . . . .	Fr. 5.—	209. Bibliographie pédagogique annuelle du Bureau international d'Education, 1958 . . . . .	Fr. 5.—
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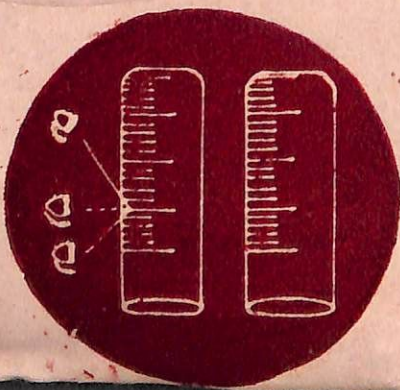
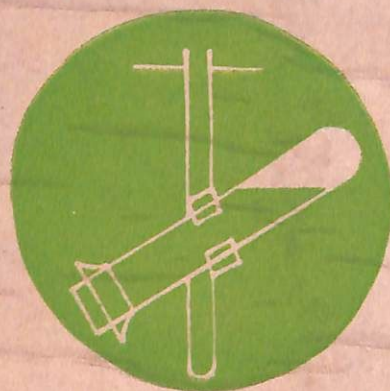
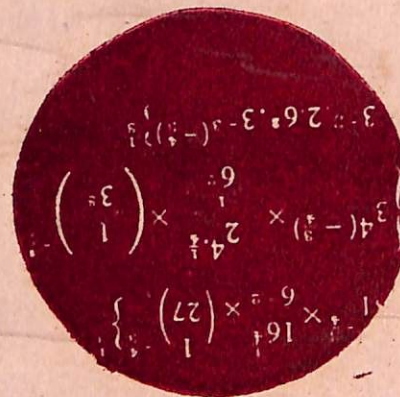
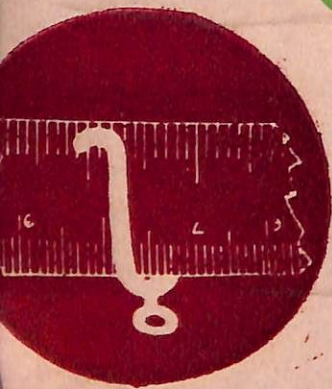
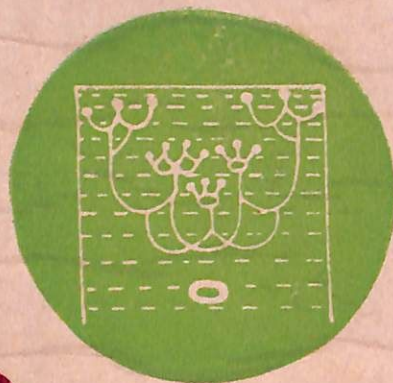
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